

The CLEANING HOUSE

February

1950

SPEECH COURSES

for Small Budgets

By NORMA J. WISCO

940

ABSENCES CUT 43%:

Plan Also Reduces Failures

By C. H. HUBSON

940

Snow Ball and the Seven Drawers

By MARY ALICE WATKIN

940

Testing Plan that Prevents Failures

By R. A. AUGENSTRAUPE

940

Vol. 24

No. 6

Light on Nightly in Whiteboard Schools . . . Group Confer-
encing: Ways and Means . . . Cost of the Week . . . Parents
Utilized in the Curriculum . . . City Hall and County Board
Our Pace of Cold . . . Also: Master Variable Psychology
Laboratory

A JOURNAL for MODERN
JUNIOR and SENIOR HIGH SCHOOLS

The Clearing House

A journal for modern junior and senior high schools

EDITOR

FORREST E. LONG
Professor of Education
New York University

MANAGING EDITOR

MILLS WELLSFORD

BOOK REVIEW EDITORS

KIMBALL WILES
Assoc. Prof. of Education
New York University

EARL R. GARLER
Assoc. Prof. of Education
New York University

ASSOCIATE EDITORS

JULIAN C. ALDRICH
Professor of Education
New York University
New York, N.Y.

FLOYD E. HARSHMAN
Supervising Principal
Nutley, N.J.

JOSEPH ROEMER, Dean
Peabody College
Nashville, Tenn.

FREDERICK H. BAIN, Chief
Bureau of Curriculum Development
Secondary Education Division
State Dept. of Education
Albany, N.Y.

GALEN JONES, Director
Division of Secondary Education
U. S. Office of Education
Washington, D.C.

JOHN RUFI
Professor of Education
University of Missouri
Columbia, Mo.

STEPHEN F. BAYNE
Associate Superintendent
Board of Education
New York, N.Y.

HELEN HALTER LONG, Principal
Chatsworth School
Larchmont, N.Y.

EARLE U. RUGG
Professor of Education
Colorado State Teachers College
Greeley, Colo.

WILLARD W. BEATTY
Director of Education
U. S. Office of Indian Affairs
Washington, D.C.

IRVING R. MELBO
Assistant Professor of Education
University of Southern California
Los Angeles, Calif.

H. H. RYAN
Asst. Commissioner of Education
State Department of Education
Trenton, N.J.

WILLIAM H. BRISTOW, Asst. Dir.
Reference Research Statistics
Board of Education
New York, N.Y.

PAUL S. MILLER, Principal
Davy Junior High School
East Orange, N.J.

ARTHUR M. SEYBOLD
State Teachers College
Montclair, N.J.

PHILIP W. L. COX
Professor of Education
New York University
New York, N.Y.

LOYD N. MORRISSETT
Professor of Education
University of California
Los Angeles, Calif.

LAURA TERRY TYLER
Yonkers Public Schools
Yonkers, N.Y.

HARL R. DOUGLASS, Dean
College of Education
University of Colorado
Boulder, Colo.

N. WILLIAM NEWSOM
Professor of Education
Western State College of Colorado
Gunnison, Colo.

HARRISON H. VAN COTT, Dir.
Division of Secondary Education
State Education Department
Albany, N.Y.

EDGAR M. DRAPER
Professor of Education
University of Washington
Seattle, Wash.

WALTER L. NOURSE
School of Education
New York University
New York, N.Y.

JOHN V. WALSH, Principal
Theodore Roosevelt High School
New York, N.Y.

JOHN CARR DUFF
Professor of Education
New York University
New York, N.Y.

AVERY F. OLNEY
Reading Consultant
Phoenix Union High Schools
Phoenix, Ariz.

F. J. WEERSING
Professor of Education
University of Southern California
Los Angeles, Calif.

ROBERT S. GILCHRIST
Assoc. Supt. in Charge of Instruction
Minneapolis, Minn.

RALPH E. PICKETT, Assoc. Dean
School of Education
New York University
New York, N.Y.

ELIZABETH L. WOODS, Supervisor
Educ. Research and Guidance
Los Angeles City Schools
Los Angeles, Calif.

THOMAS B. PORTWOOD
Supt. of Schools
San Antonio, Tex.

C. O. WRIGHT, Exec. Secy.
Kansas State Teachers Assn.
Topeka, Kan.

Editorial and General Office: 207 Fourth Avenue, New York 3, N.Y.

Subscription Offices: 450 Ahnaip Street, Menasha, Wis., and 203 Lexington Ave., Sweet Springs, Mo.

THE CLEARING HOUSE is published at 450 Ahnaip St., Menasha, Wis. Editorial office: Inor Publishing Co., Incorporated, 207 Fourth Avenue, New York. Published monthly from September through May of each year.

Subscription price: \$4.00 a year. Two years for \$6.60, if cash accompanies order. Single copies, 50 cents. Subscription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write for special rates. Foreign countries and Canada, \$4.60 a year.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the act of March 3, 1879.

Copyright, 1950, Inor Publishing Company, Incorporated

The Clearing House

A journal for modern junior and senior high schools

VOL. 24

FEBRUARY 1950

No. 6

Contents

Speech Courses for Small Budgets	Norma J. Reno	323
Absences Cut 43%—Plan Also Reduces Failures	C. H. Hudson	328
Lights on Nightly in Wilmington Schools	Vivienne Anderson	331
Group Counseling: Ways and Means	M. M. Ohlsen and A. F. DeWitt	335
Gem of the Week: A Year's Supply	Carlos de Zafra, Jr.	340
Parents Utilized in the Curriculum	Lowell W. Beach	342
City Hall and Court House: Our Ports of Call	Ruby Strickland	344
Silas Marner: Veritable Psychology Laboratory	Edith M. Lackey	346
Snow Ball and the Seven Drawers	Mary Alice Nathkin	351
Tape Recorder: It Sparks a School Drive	Edward G. Bigot	353
The Phonograph: Aid to Literature	Gertrude H. Overton	356
Testing Plan That Prevents Failures	B. A. Aughinbaugh	358
The Magic Art: It's Practiced in the Library	Evelyn I. Riccio	360
Free Reading Periods Pack School Library	Margaret Kurilecz	362
Radio Workshop's Teen-Age Program	Jane Stewart and Paul Bogen	365
College Students Conduct College-Life Program	Raymond Patouillet	369

Departments

Tricks of the Trade	334	Editorial	372
Findings	355	Book Reviews	374
School News Digest	371	The Spotlight	380

NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to 2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

Address manuscripts to The Editor, The Clearing House, 207 Fourth Avenue, New York 3, N.Y.



Now Ready—New Second Edition

ECONOMICS FOR OUR TIMES

By Augustus H. Smith

Formerly Chairman, Department of
Social Studies
High School of Commerce
Springfield, Massachusetts

The New Edition brings the content of this popular economics text entirely up to date and makes the book more teachable than ever. Current developments in economic life are fully treated. Illustrations, statistical charts, and bibliographies have been revised to make them timely. Improved clearness and readability are provided wherever possible. The well-liked basic organization and other features of the book are completely retained—clear, understandable language and interesting presentation; application of principles to everyday problems; and motivation that makes economics lively and interesting for high school students.

McGRAW-HILL BOOK CO., INC.

330 West 42nd St.
New York 18, N.Y.

Coming This Spring

Grade 8

LIVING IN OUR AMERICA

**A RECORD OF OUR COUNTRY
HISTORY FOR YOUNG CITIZENS**

I. James Quillen and Edward Krug

Grade 10

MAN'S STORY

WORLD HISTORY IN ITS GEOGRAPHIC SETTING

T. Walter Wallbank

Write for Information

**SCOTT,
FORESMAN
AND COMPANY**

Chicago 11 Atlanta 3 Dallas 1 Pasadena 2 San Francisco 5 New York 10

In writing advertisers please mention CLEARING HOUSE

THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 24

FEBRUARY 1950

No. 6

SPEECH COURSES *for* SMALL BUDGETS

By NORMA J. RENO

TEACHERS AND CLASSMATES alike would have readily testified that Paul was a likable boy and very intelligent. In fact it was this particular combination of personality and unusual ability in science that made him the president of the school Science Club. But he made an entirely different impression on the visiting parents and teachers on the Annual Career Night.

The student council had decided to invite a scientist to make the keynote address, since the advent of the atomic bomb had caused keen interest in scientific fields. As president of the Science Club, Paul was to introduce the speaker and conduct the question period following his address. After the meeting I heard one teacher saying to another, "What was the matter with Paul this evening? He seemed terrified of the audience. I know he had some remarks prepared, but he seemed to forget them entirely."

Parallels for this incident could be found in every high school in the country. There is many a student whose intelligence and personality have equipped him for leadership, but who has not developed the communicative ability to complete his success. If such students as Paul draw attention to themselves and their speech inadequacies, there must certainly be an even greater need among the less gifted. The need on

the part of nearly every pupil to improve his means of communicating his ideas and his personality has been felt by teachers and administrators for a long time. Sometimes it is felt vaguely, and sometimes so acutely that active steps are taken to meet it.

Principal R. C. McElfish of Edgewood High School, Edgewood, Pittsburgh, Pa., saw the need as long ago as 1926, and found a way to do something about it. The program is not fault-free, but it does represent a successful attempt to meet the speech need with the limited time and budget available.

In 1926 there happened to be an opening for a history teacher at Edgewood, which is a small suburban high school near Pittsburgh. The principal took this opportunity to find a way to work some speech training into his curriculum. He made the following recommendations to the board of education:

1. That speech training be required of all juniors and seniors one day a week (total of 72 lessons).
2. That a teacher equipped to teach history and speech be found to initiate this program to meet the speech needs on the high-school level, as a program of speech training in the elementary schools had succeeded in meeting it on the elementary level.

3. That the new teacher's load consist of four-fifths history, and one-fifth speech classes.

These recommendations were accepted and the program started. It has been in operation ever since.

One of the first problems to be solved was working speech classes into the schedule. In order to make it possible to require speech for two years on a one-day-a-week basis, the following steps were taken. The usual requirement is that students study health one period a week for six years. This is followed on a one-day-a-week basis throughout the seventh, eighth, and ninth grades. In tenth grade the students study health three periods a week, thus eliminating the necessity for teaching health during the eleventh and twelfth grades. During the tenth grade the two remaining periods each week, which are left after the three periods of health are over, are used for physical education. Since Edgewood has only one gymnasium, this system does not cut down on the amount of physical education. The two periods left free in the eleventh and twelfth grades by the elimination of the study of health are filled with speech.

The second problem was that of reducing the size of classes. When the present teacher, Mrs. L. H. Campbell, took the position in 1937, she realized that much more could be accomplished if the size of each one-day-a-week class was reduced from the usual number to between eight and fifteen students, so that every member could speak each week. Mrs. Campbell voluntarily gave up her daily free period, and divided all the speech classes until she now has each week from five to six sections of junior speech and from five to six sections of senior speech, averaging 10 students per class. Edgewood, being small (500 students), does no block scheduling, so that it is rarely impossible to work a student into one of these speech sections. The fact that some of the

sections are taught on the days when the girls or boys do not have gym causes classes frequently to be all of one sex, but observations lead us to believe that this neither adds to nor detracts from the effectiveness of the training.

The two-year courses are organized as follows: Course outlines are extremely flexible and leave time for classes to initiate and carry out some of their own ideas. The chief aim of all the speech work is to improve the student's ability to communicate in all speaking situations, formal and informal, which he encounters now and in the future. Toward that end, projects in both formal and informal speaking are provided.

Speech 1, which is required in the junior year, concentrates on three objectives. The first assignments are planned to give the student experience and time to gain poise in speaking situations. Such projects as a speech on a personal experience and a carefully planned unit on conversation are included. The second goal is the improvement of bodily action. This unit includes such projects as pantomimes, demonstration talks, and chalk talks. The third aim is to improve the voice. Projects designed to improve volume, pitch, rate, articulation, and general variety and expressiveness are planned. No textbook is used for either year, but there is careful study based on references to several texts. No project is engaged in until the student has talked about the basic principles and understands what he is doing and why he is doing it.

The second year of speech tries to continue improvement in the three goals of Speech 1, through a variety of projects, among which are the following: oral interpretation; speeches for special occasions, including introducing a speaker, presenting and accepting gifts, etc.; a unit on group discussion; a unit on organizing and outlining which includes the study of persuasion. Many other projects could also

be used. In speech there is added emphasis on clear organization or straight thinking and straight talking, although of course this phase is not neglected in the first year.

One other project, which is started in Speech 1 and finished in Speech 2, is the making of recordings. The first side of the disk is recorded during the first weeks of the first year, and a final record is cut near the end of the second. The class is thus checked for progress. Students buy the records.

The previous outline cannot be understood without some explanation of the teaching methods employed. The classroom attitude created by Mrs. Campbell is at all times one of friendly, cooperative enterprise. The students and the teacher together work for improvement of their speaking ability. They learn to make constructive criticism of one another's speeches, and to accept such criticism and use it to help them improve.

It is generally agreed among speech educators that in order to improve speech skills, some understanding of the nature of the skills and how they function is necessary. This is what we might call "content" in the speech course, or the kind of thing a student would learn from a good speech text. Although the goal is to improve his skills, some understanding helps him do this. Mrs. Campbell does not use a text mainly because of the limitations of classroom time. However, she does not neglect the teaching of the essential principles of good delivery and good speech composition.

Each assignment is designed to bring out and improve one specific aspect, and during her discussion and criticism, the teacher very cleverly emphasizes, for example, the principles of good bodily action. She thus not only creates an understanding of what good action in speaking consists of, but also leads the class to a good start toward incorporating the action into their practice.

Such an indirect teaching method is ex-

EDITOR'S NOTE

A recent survey by the Pennsylvania Speech Association, Miss Reno tells us, showed that high schools are increasingly aware of the speech needs of their students, and are interested in doing something about it—but lack knowledge of what can be accomplished in spite of limitations of time, budget, and personnel. In this article she tells how a successful speech program has been developed over a period of years, under all of those limitations, by Edgewood, Pa., High School, a small school located in a suburb of Pittsburgh. Miss Reno is an instructor in speech at the University of Pittsburgh.

tremely effective, since it calls upon the student to think the thing through as he goes along. It is also among the most difficult methods to use effectively. Evaluation in these courses is based entirely on the improvement in skill. Grading is done on the basis of the speeches given, and no written tests of the pupils' mastery of the content are deemed necessary. The test of their knowledge of the principles of speech lies in how well they use them in practice.

The success of the Edgewood program can neither be explained nor understood without a thorough description of the many ways in which speech is integrated into the school and community lives of the students, for this is the way the relatively small number of class practice periods is augmented. When students can practice their speech skills in real-life situations, motivation is never a problem.

The speech work is integrated into other studies throughout the high school. One period in each two weeks, the English teacher has an oral-English period, during

which various types of readings, speeches, and reports are given. The student signs up for these periods weeks in advance, and prepares thoroughly for them. Each student gives a report about once every six weeks. The teacher appoints a student critic whose job it is to take notes and criticize the speakers during each recitation. At the end of the period the teacher, with the help of his critic, criticises not only the content of the recitations, but the effectiveness of their organization for oral presentation, and the effectiveness of their delivery. The English teacher also reports his evaluations to the speech teacher after each oral-English meeting.

A somewhat similar pattern prevails in economics class, where longer reports are given and are often followed by numerous questions from the reporter's classmates, which he must answer. Here also use is made of the techniques of discussion.

In history classes there are current-events reports and discussions once a week. Approximately 10 people present such items each week, and the whole class engages in discussion. At present Mrs. Campbell teaches some history classes, and an evaluation of the oral presentations is never forgotten. Occasionally she invites students who have speeches to make up to deliver them in some other section, or in a history class, thus affording the experience of a variety of audiences. Each student in history must present a news item about once in two weeks.

Teachers of other classes are also speech conscious, and frequently make informal reports to the speech teacher on the effectiveness of the classroom speaking done in their classes, but history, and economics, and English provide an exceptionally large number of opportunities to use the speech skills in real situations.

Speech training is also integrated with extracurricular activities. Assembly programs are presided over by members of the

senior class. The leaders for each program rarely fail to consult the speech teacher on the most effective ways to word announcements, read the Bible, and so on. Mrs. Campbell has a special period before school (from 8:00 to 8:30) for these consultations. While they are not compulsory, the procedure is accepted and followed by most student leaders. Before the new speech program started, the homeroom teachers were responsible for advising assembly leaders, but it was felt that the speech teacher could give more expert advice. Any student charged with making announcements anywhere in the school may consult Mrs. Campbell before giving it.

The Drama Club, under the sponsorship of Mrs. Campbell, sometimes gives plays in addition to the senior play. This allows for the development of self-expression for those interested in this art form. There is also a Debate Club, which frequently debates other schools and is a member of the National Forensic League. In conjunction with this club Mrs. Campbell teaches a course in debate, which may be substituted for either the junior or senior year of compulsory speech.

Other examples of cooperation can be found. For example, the home-economics teacher calls upon the speech teacher to coach commentators for the style show, and in turn advises the speech teacher on costumes for plays. During the war, speech students from the high school went out to all the grade school rooms to make speeches for the Red Cross, the Community Chest, and various drives. Reports of the speakers' effectiveness were sent by the grade-school teachers to the speech teacher. One senior speech class elected as an outside project to tell stories in all the lower grades. With the help of the grade-school teachers, they selected and told stories, and the teachers sent back reports.

Speech training even reaches into the community itself. Because the speech

courses have built up a good reputation over a long period of years, it is not uncommon for the League of Women Voters or various other clubs to call upon Edgewood students to present a debate or a group discussion at one of their meetings. At times Mrs. Campbell has had trouble in filling the demand.

Fine as this program of speech training is, it has some limitations. These spring from the fact that speech training involves a large number of vocal, mental, and bodily skills. Such training therefore involves not only analysis of faults and systematic practice or drill, but also long practice of the improved skill so that the new set of habits may become permanent. The classroom time in such a program is entirely inadequate to accomplish this, and it should be realized that success depends upon two additional factors:

First, the sympathy and cooperation of the entire faculty, and possibly of the community, are needed. Otherwise integration cannot be worked out, and the student loses the opportunity to take the third step in his training, namely—to practice in life situations.

Second, such a program requires a

teacher who is extremely skillful, tactful, and well trained in speech. The principles of good speech organization and delivery are taught to the students almost entirely through the indirect method, through critical analysis by the teacher and classmates in the weekly meetings. Getting these principles set in the minds of students, and a part of their practice in speaking, takes not only thorough understanding of the principles on the part of the teacher, but a more than average amount of skill in handling the students and creating the proper pupil-pupil and pupil-teacher relationships in the classroom. Also on the teacher falls the responsibility of selling his colleagues on speech and integrating students' speech practice into all other courses and activities of the school. If the teacher fails in this he cuts down greatly on the effectiveness of his classroom instruction.

Edgewood's program can definitely be called a success. While its establishment posed many problems, they all proved surmountable, and cases like Paul's are practically non-existent in Edgewood School. Future citizens go out well equipped to express their own ideas and to evaluate and criticize the speaking of others.



Pass Ball

Many teachers in physical education would like a game for their physical-education classes that provides the elements of football and touch football but does not have the delays that are part of the game of touch football. Pass ball is that kind of a game. It is not necessary to stop and retrace many steps to a scrimmage line. It does not slow up the action involved in games so that some youngsters, who seldom get a pass thrown their way, become bored. It gives opportunity for any youngster to shake his guard and receive a pass. There is no delay while a couple of more aggressive boys argue strategy. The rules are very simple and can be explained to a group in a few minutes.

The teams line up and kick off just as in regular

football. The receiving team can run or pass the ball. If a player is touched *on the back* while the ball is in his possession he must stop and wait for the referee to blow his whistle before he attempts to pass again. The referee counts 3 seconds (1001-1002-1003) and blows the whistle, and the player can start to play again.

This pause is to allow the defensive a better chance to cover their men. After the whistle blows the offensive team can run or pass the ball. Passes can be thrown in any direction. When a team intercepts or recovers a fumble they must pause for the 3-second whistle. Scoring is done only by touch-down.—O. W. SJOWALL in *Journal of Health and Physical Education*.

ABSENCES CUT 43%

Plan Also Reduces Number of Failures

By
C. H. HUDSON

HOW CAN I teach an empty seat? How can I help in the educational development of a pupil who is absent much of the time? Will this practice of absenteeism become a habit that will be carried forward into the future vocation of the pupil concerned? If so, how will it effect his earning capacity? These questions have passed through the minds of most teachers time and again.

Discussions at meetings of educational groups and articles appearing in various magazines and newspapers indicate that the ever-present problem of school attendance is rather widespread. School administrators are constantly seeking methods of reducing absenteeism and the failure problems that arise as a result of it.

This problem was present in our school, and was discussed at various times in staff meetings in an attempt to find a solution that was workable. Mr. F. L. Simmons, principal of the school, became very much concerned about the absentee problem upon his return from five years in the service and bent his efforts toward doing something about it.

The procedures used in several other schools were studied and analyzed by the staff under the principal's direction. Some of the points from each plan that we felt were usable in our school were retained and the others were discarded. We added many original ideas to the suggestions offered by other plans and formulated the procedure outlined in this article. It is not offered as a "cure-all," but the results have been very gratifying.

Our school is a six-year school including

grades 7 to 12. It is organized on the 3-3 plan. For the period from September 1944 through June 1949 the average enrolment in grades 7 to 9 inclusive was 1,196 pupils. For the same period the average enrolment in grades 10 to 12 inclusive was 1,606 pupils. The total school average enrolment for the same period was 2,809.

For the school year 1944-45 our junior high school ranked nineteenth in attendance among the 21 junior high schools in our school system. The following year it dropped to twentieth place. The senior high school ranked tenth among 13 high schools for the school year 1944-45 and dropped to eleventh place the next year.

Until 1946 a pupil who was absent from school presented his excuse for absence to his homeroom teacher, who issued a slip which admitted the pupil to his classes. With a faculty of over 100 teachers it was difficult to achieve uniformity in handling absentees in this manner without the danger of falling into a routine which could lead to more absenteeism—especially on the part of those unnecessarily and wilfully away from school. The preceding statement is not an indictment of our faculty, which is alert and very good, but is merely meant to point out a weakness that may occur where the human element is involved.

Our plan, which we adopted in the fall of 1946, has several objectives. By centralizing the processing of an absentee upon his return to school we relieve the homeroom teacher of a duty, thus allowing more time for guidance and gaining greater uniformity in handling absentees. The plan aims to reduce the one-day absences, and through

its follow-up to reduce possible failure in classwork by placing the responsibility for make-up work on the pupil. We thus free the classroom teacher from much checking on work missed by the absentee.

When a pupil who has been absent returns to school he reports to a designated room near the main entrance to present his written excuse and receive a check slip which will admit him to his classes. He reports early enough so that this processing can be accomplished before his first class starts. A woman interviews all girl pupils and a man interviews all boys before the check slip is issued. The interviewer examines the written excuse and issues the check slip with the necessary notations on the slip.

After the interviewer has handled the written excuse he initials it and returns it to the pupil, who gives it to his homeroom teacher for filing. If the pupil appears to be ill or is returning from an illness which could be communicated to others, and there is doubt about his condition, he is referred directly to the school nurse from the interview room. Other cases which seem irregular are referred to an assistant principal for investigation and follow-up.

The check slip has space at the top for such necessary data as name, homeroom, dates of absence, and reason for absence. All subjects offered are listed in a column near the middle of the check slip. To conserve space subjects are listed by departments, i.e., French, German, and Latin come under the listing of languages. At the left of each subject is a space where the class teacher places his initials when the pupil returns to class. The pupil must present a check slip to his class teachers before he can be admitted to class.

At the right of each subject is a space where the class teacher signs his name when the pupil completes the class work missed during his absence. The length of time between the initialing and the signing

by the class teacher will vary according to the length of the absence and the speed with which the pupil is able to make up missed class work.

At the bottom of the check slip are spaces in which are marked the date it was issued and the date by which it must be returned to the attendance room with the signatures of all the pupil's teachers indicating that all work has been completed. The person who interviews the pupil upon his return determines the due date of the check slip. The length of time allowed to complete the slip is influenced by the number of days that the pupil was absent.

The check slip is issued in duplicate. The original is given to the pupil and the duplicate is filed in the attendance room under the date on which the completed original is due. If the pupil fails to complete the class work he missed during his absence by the date it is scheduled to be completed he is assigned an extra study period by the assistant principal, or his school program may be adjusted if that seems advisable, as in the case of an extended illness. This study period comes at the close of the school day. During this study period teachers are available to help the pupil if he needs assistance in completing his class work.

Since our plan was inaugurated there has been a marked increase in the scholastic

EDITOR'S NOTE

For three years Collinwood High School, Cleveland, Ohio, has been using a plan that has improved attendance and reduced the number of student failures. Chief features of the system are centralized handling of the absentees and of the make-up work on classes they missed. Mr. Hudson is assistant principal of the school.

TABLE I
PERCENTAGE OF PUPILS IN ATTENDANCE

	Under Old Plan		Under New Plan		
	1944-45	1945-46	1946-47	1947-48	1948-49
Grades 10-12.....	93.59	93.90	96.13	96.38	96.60
Grades 7-9.....	93.40	93.34	95.96	96.25	96.05

achievement of many pupils who previously had done unsatisfactory work. The number of failures has been reduced considerably.

For the school year 1948-49 our junior high school has risen to the rank of eighth among 21 junior high schools, and the

senior high school has achieved a ranking of fifth among the 13 senior high schools.

The accompanying table indicates the plan's effect on absenteeism, probably one of the chief causes of failure to do satisfactory school work.



Make Classwork More Exciting: Amazing New Plan Offered to Meet Crisis

Years ago, I wrote an article for *High Points* complaining bitterly of the unfair competition with popular song sheets faced by the sensitive teacher of poetry. I thought I had a case. I know now that those were the golden days of culture in the classroom, compared to the age of brass now going on, with moronic movies vying with raucous radio and television shows for the attention of our younger generation.

My last hope for an effective defense against the dictatorship of modern entertainment was dispelled the other day, as I discussed a lesson with my pupil-teacher, a product of the city schools, supposedly trained to teach English. A class of newcomers to the school were to be taken to the library, and initiated into the mysteries of card cataloguing and the Dewey decimal system. As I gave her some suggestions, I noticed a pout.

"Not very exciting though, is it?" commented this young teacher-to-be.

I stared at her for a moment, suppressing many unkind remarks. Then, in a flash, I saw the solution. Of course, we could not continue to teach in the old way. It was *not* exciting. Any quiz show on radio or television could be used as the model for improved teaching. Instead of matter-of-fact questions calling for knowledge, skill, and thought, we would substitute a microphone, an excited M.C.—

the pupil-teacher—primed with gags from the programs of the previous evening. A few Brooklyn students could be planted, to vary the pattern of answers to the standard question, "And where are you from?" The ingenuous laughter greeting the response "Brooklyn" would compensate for the trouble involved in transferring a few students from that city.

No time-wasting instructions would be given, for all questions would be simplified, and all wrong answers would merely enliven the program. Students who stayed at home could be encouraged with a telephone question, offering as prize a perfect report card for the month. A week's trip to Florida, preferably during examination week, could be offered to tempt the studio audience.

Sponsors would soon realize the appeal of such educational programs, and with advertising, prizes could mount until a lifetime of ease could be offered for the answer to the question, "What was Mark Twain's other name?" Teachers would be given a chance to win a book or two on occasion, chiefly to permit them to utilize their years of college training.

Further details can be worked out by our younger teachers. As for me, I shall be busy searching for an isolated spot for retirement, where radio reception is poor.—ETHEL K. HARTE in *High Points*.

LIGHTS ON

*Plants open till 10 p. m.
for civic, private groups*

Nightly in Wilmington Schools

By
VIVIENNE ANDERSON

MONDAY THROUGH Friday, from September to June, ten o'clock in the evening marks the going-home time for hundreds of youths and adults who participate in community-organized programs that use the facilities of thirteen Wilmington public schools.

On almost any given evening, a visit to a mid-city school would bring to light a wide range of activities covering the fields of play, serious study, cultural and technical pursuits.

The gymnasium would ring with the sound and movement of a huge play-off game of the Industrial League—the players including people from numerous Wilmington industrial plants.

One particular industry might be utilizing a classroom to instruct its employees in chemistry and other practical phases of science.

Bank employees from the American Institute of Banking would be learning to perfect their skills as tellers, cashiers, and clerks.

The Youth Orchestra, composed of junior and senior high-school students and out-of-school youth, would be improving its instrumental technique by playing music of its own choice.

The Modelers would be concentrating on the construction of a variety of types of model airplanes.

Earnest discussion would mark the meeting of the Delaware Conference on Social Work. This group's evening session would probably be devoted to a forum on a vital issue in Wilmington life. A nationally

known speaker might be presenting his point of view and his address would be followed by a lively question period.

Serious students would be gathered together in several classrooms for credit courses offered by the University of Delaware Extension Division. Teachers from the University would be conducting these groups.

On an evening close to Christmas there might be a holiday party in the school for employees of one of Wilmington's industrial plants.

In a school on the outskirts of the city, variety again would be the keynote of the program.

Boys' clubs would be playing basketball. A home and school association might be sponsoring a holiday party for children in the neighborhood, featuring games, moving pictures, a magic show, music, and dancing.

Adult groups from the community would be playing badminton, and on a designated night of the week—"Community Night"—various civic groups would congregate in the school to participate in programs of interest to themselves and of concern to their neighborhood.

Never a dull moment in the community school!

The grass roots of this program are deeply embedded in the life of the community. People joining together through mutual interest have organized their own groups and for the most part provide their own leaders for programs housed within school buildings. Recreational, cultural,

and athletic pursuits head the activities engaged in by civic, educational, and leisure-time groups.

GROUP LEADERS

Just as the program springs from a variety of community needs, so leaders who can satisfy these needs must be drawn from a variety of sources.

A group such as the Council for Delaware Education, which includes approximately forty Delaware organizations interested in educational problems, elects its leadership from its own ranks and these elected leaders conduct the meetings that are held in the Wilmington schools.

The two Community Centers, which are located in neighborhoods that are less accessible to central community activities, offer programs that are organized by the school and provide school personnel to serve as group leaders.

In some instances, leaders are selected from the regular day-school program and are hired to serve in the evening community-school. These leaders bring their valuable and intimate knowledge of the school and its equipment to the evening program.

In the case of industry, a frequent practice is the use of personnel managers from the factories as leaders of industrial groups utilizing the schools. This insures the efficient handling of problems that are closely allied to the heart of the industrial group.

In forum meetings, leadership springs from interested members of the community who are willing to expend their time and effort to organize and administer groups that will help members of the community to consider local and world problems.

Still another source for leaders is sometimes tapped by local groups whose roots spring from national organizations. The Boy Scouts, for example, are able to obtain leaders from their national organization for their local leadership-training institutes.

Then there are occasions on which community centers, because of overflow scheduling, bring groups into the schools, each group accompanied by its own leader provided by the community center.

Volunteer leaders are frequently sought out. Service clubs in particular often find it advisable to recruit leaders on a volunteer basis and to direct them in the nature and scope of the work to be accomplished.

Thus, each group, knowing its own problems and its own needs, utilizes the sources for leadership that will contribute the most toward creating an active and successful program.

POLICIES COMMITTEE NECESSARY

It was over thirty years ago that the community first began to turn its attention toward the schools and to seek the use of public-school space and facilities to carry on its group activities. Gradually through the years the need for community-program space grew. As additional groups sought to house their programs in Wilmington school buildings, it became necessary to work out a series of policies and procedures that would help to insure the efficient operation of the expanding program.

A committee was formed to consider problems that frequently arose in organizing and scheduling. What proportion of facilities should be utilized by youth and what proportion by adults? Which groups should be permitted free use of school buildings and which groups should pay for the expenses of opening and operating a school?

A framework of policies grew out of the committee's thought and discussion of these and similar problems.

Obtaining Space. It was decided that all requests for the use of school buildings should be filed in the central office on a specially designed form no later than October 15 of the current season. Groups seeking space indicate the name of their organ-

ization, the name of the person acting for the group, and those who will supervise and assume responsibility for the program. Groups also name the facilities they desire and the evenings and hours during which these facilities will be used.

Approval of requests. Every attempt is made to accommodate all groups that need space within the schools. First call, however, goes to civic and educational organizations such as the Park Board, the Boy Scouts, boys' clubs, community centers, and school groups.

Youth groups are allotted approximately two-thirds of the facilities and adult groups one third. It is understood that all groups must provide responsible supervision for their activities at all times.

Fees. Civic and educational groups are permitted the free use of school buildings and facilities. This aids the promotion of civic and recreational programs such as those sponsored by the YMCA Industrial League, the Recreation Promotion and Service, Inc., the Boys' Club of America, and the Wilmington General Hospital.

Private organizations are charged for the cost of opening the building or of providing their electricity if the building is already open. Into this category fall such organizations as Turner's, the duPont Experimental Station, the Pennsylvania Railroad Athletic Association, and the Trail Club badminton group.

Groups are generally known to use the utmost care in handling school property, and groups themselves assume responsibility for any damage to facilities that may occur.

Administration. The Adult Education Department of the Wilmington Public Schools acts as a service and guidance agency to the total program. Principals whose schools are open to community activities apply the same general rules and policies to the evening program as are used during the regular school day. It is under-

EDITOR'S NOTE

The policy of the Wilmington, Del., Public Schools is to throw open the school buildings every night of the school week for as many uses as the community can think of. Educational classes and recreation activities for youth and adults are just the beginning. Civic groups use the school plants for their various purposes. Local businesses and industries may schedule anything from job-training classes to employe parties. Miss Anderson, who tells what goes on in these community schools, is in the School-Community Office of the Philadelphia, Pa., Public Schools.

stood that all schools are available for community use when not reserved for regular student use.

Actually the policies and procedures that have been developed have grown directly out of the practical problems presented by the program. These policies are designed to reduce conflicts in scheduling, to provide uniform methods of requesting space and facilities, and to insure a fair basis on which the community can bring its organized programs into the community school.

PLANS FOR THE FUTURE

The strength of a growing program develops from careful planning and organization. Last year representatives of community groups that utilize school facilities participated in charting their over-all schedule and in making decisions on the allocation of space and equipment. Because of this representative type of planning, conflicting needs were more clearly understood and could be ironed out in the spirit of friendliness and cooperation.

In the future, it is planned to work even more closely with additional community groups on a local basis. Through this means plans can be made whereby the schools will further serve the needs of their immediate communities and the school will become increasingly a community center.

Recreation groups plan to expand their future activities to provide more adequately for the interests of various age levels. In addition to active sports such as basketball and volleyball, they hope to organize quiet

games like quoits and chess for older adults.

Community thought concerning future school buildings envisions structures that are designed for community use as well as for the regular day-school program.

It seems that the future holds seeds for growth in a program which will attempt more and more to meet community needs by utilizing the planning abilities of children, youth, and adults and by guiding them toward assuming responsibility in the development of the community school.



* * TRICKS of the TRADE * *

By TED GORDON

DISPLAY TECHNIQUE—To present charts, maps, pictures, etc., so that you can hold them up firmly, attach them by clips or tape to pieces of corrugated cardboard from old cartons.

POSTER PROBLEMS—Store limp posters on shallow shelves which pull out like drawers. Stiffer posters may be hung in a cupboard from which the shelves have been removed. The posters hang from ordinary coat hangers suspended from a pole which runs lengthwise of the cupboard. Use clothespins to fasten posters to hangers.—*Thelma Thorne, State College of Washington.*



EDITOR'S NOTE: *Readers are invited to submit aids and devices which may be of help to others. Please try to limit contributions to 50 words or fewer—the briefer the better. Original ideas are preferred; if an item is not original, be sure to give your source. This publication reserves all rights to material submitted, and no items will be returned. Address contributions to THE CLEARING HOUSE, Dr. Gordon teaches in East Los Angeles Junior College, Los Angeles, Cal.*

CLASS SCREENING—In planning a course of study it is a very helpful device to screen your own class or another one to find out what the students want to know, what they think they should learn in the class, and what they think of the class. All this information surely can enlighten you on just how well your instruction and course of study will "go over" among the pupils.—*Beverly Strongman, Brooklyn Ave. Elementary School, Los Angeles, Calif.*

GROUP COMPOSITION CORRECTION—In discussing themes with a class you may find it effective, if your school is fortunate enough to possess an opaque projector, to project parts of pages or entire pages of themes—diplomatically concealing the identity of the writers when praise is doubtful—and to point out possible improvements.

CONVENIENT POCKETS—Handy as can be for holding brushes, tools, and individual student projects is a cloth shoe bag whose pockets can be labelled to accommodate many different types of belongings. It's easy to hang up in a closet, then to take out when needed.

GROUP COUNSELING:

A report on ways and means

By M. M. OHLSEN and A. F. DEWITT

THIS PAPER is concerned with ways of helping individuals in groups. Certain guides for working with groups have been evolved out of experiences in working with high-school students and first-year college men.

Even though some of the research in this field was concerned with patients confined in institutions, it does provide guides for working with students who have ordinary everyday problems. Moreno's¹ studies in penal institutions are an example of some of the work. Moreover, the work which was done with service men during World War II indicated that group therapy has a professional contribution to make. It is something more than a mere stop-gap approach which is used only because there are not enough trained personnel to provide this professional service on an individual basis. Hobbs's² work with veterans in convalescent hospitals appears to support this stand. It is further supported by the work of Slavson³.

Even though individuals have problems which appear to fall into certain common categories, no two individuals in a group would sense the same facets of a problem. Each individual has reached a particular point in his development through his own peculiar route. Hence, he sees his own problem from his own point of view. Nevertheless, the high-school student does profit

from these cooperative experiences involved in group counseling. These experiences appear to meet special needs of the adolescent. To get help from his peers helps to make him feel that he is earning his own independence with the help of people who understand him. Then, too, he feels that he belongs. The feeling tone of the group and the fact that others in this age group also have similar problems reassures him. Hence, group counseling is really a process of counseling individual members in a homogeneous group in which the individual members not only help themselves but also help one another.

Before proceeding further it is necessary that consideration be given to the variables which affect the success of these group experiences:

1. The group climate.
2. The problems chosen for discussion.
3. The leader or counselor.
4. The composition of the group.
5. The size of the group.

The philosophy of counseling presented in this paper places the counselor in a moderately non-directive role. The group climate is best defined by Rogers in his definition of counseling: "Effective counseling consists of a definitely structured, permissive relationship which allows the client to gain an understanding of himself to a degree which enables him to take positive steps in light of his new orientation."⁴ The need for this permissive environment is also supported by Slavson.⁵

⁴Carl R. Rogers, *Counseling and Psychotherapy*. Boston: Houghton Mifflin, 1942, p. 18.

⁵S. R. Slavson, *The Practice of Group Therapy*. New York: International Universities Press, 1947, p. 37.

¹J. L. Moreno, *Group Psychotherapy*. Beacon, N.Y.: Beacon House, Inc., 1945.

²Nicholas Hobbs, *Psychological Research and Services in an Army Air Forces Convalescent Hospital*. Unpublished Ph.D. Dissertation, The Ohio State University, 1946.

³S. R. Slavson, *An Introduction to Group Therapy*. New York: The Commonwealth Fund, 1943.

Only recently more consideration has been given to ways of helping the "normal" student who has *ordinary everyday problems*. It is easy for the counselor to get involved in a serious case which probably will not profit from the help which the typical high-school counselor can give. This is particularly true of some emotional problem cases. To take still another example, one might consider the student who is not capable of achieving success in the traditional academic high school, yet receives hours of special help. It is obvious that at least some of this time is wasted. It could be used more profitably to help many average and still more gifted children.

From this last example the reader should not infer that the high school is not an institution for all American youth. The point is that the traditional academic high school is not suited to all boys and girls; no amount of individual help can correct the deficiencies of an inappropriate curriculum.

On the matter of selecting a problem, two points must be made: (1) the counselor should help the "normal" student face his everyday problem, and (2) the leader must be sensitive enough to group needs and strengths to help its members select the problems which they can face at a given time.

The professional leader or the counselor provides many different levels of guidance services, and it is rather well accepted that the counselors have varied backgrounds and different professional training. A recent publication of the National Vocational Guidance Association⁶ deals with this particular problem. Hence, this issue is barely mentioned here.

Three points should be made: (1) The individual must be the right kind of person himself. That means that he must be emotionally stable and attract students to him. He in turn must accept students for what

they are. (2) He needs teaching experience so that he can understand the classroom situation and the teachers' feelings. (3) Upon the first two qualifications must be built a specialized training program which will help the counselor understand the individual as a human being. Supervised counseling practice is a basic part of this training.

Then it follows that the level of problems attacked in group counseling must also be a function of the kind of counselor who serves as leader for the group. It should also be said that the good classroom teacher frequently provides the setting for group counseling. Here, too, the problems considered by the group must be adapted to the composition of the group.

The composition of the group is a factor which surely affects the success of the counseling. Slavson⁷ said that there should be no more than seven or eight members and that these members should be chosen for their suitability to one another. To be suitable and most helpful to one another, he said they must have similar problems and come from more or less the same social and intellectual levels. We have found that all of these criteria are important, but that one must always take into account the maturity of the members and similarity of problems when working with high-school students. Furthermore, these selective criteria are probably even more important if the group includes deviate individuals.

A very useful instrument for isolating problem-centered groups is the Mooney Problem Check List.⁸ It can be used to divide individuals into eleven problem areas:

1. The future: vocational and educational
2. Finances, living conditions, and employment
3. Adjustment to school work
4. Personal and psychological relation
5. Health and physical development
6. Social and recreational activities

⁷ Slavson, *op. cit.*, p. 30.

⁸ Ross Mooney, "Problem Check List." Columbus, Ohio: High School Forum, Bureau of Educational Research, Ohio State University, 1941.

⁶ *Counselor Preparation*. Washington, D.C.: National Vocational Guidance Association, 1949.

7. Curriculum and teaching procedure
8. Social psychological relation
9. Home and family
10. Courtship, sex, and marriage
11. Morals and religion

Each of the eleven areas can be further broken down. As an example, there are ten of these sub-areas for number one:

1. Wondering what I'll be like ten years from now
2. Wondering if I'll be a success in life
3. Deciding whether to go to college
4. Wanting advice on what to do after high school
5. Choosing best course to prepare for college
6. Not knowing what I really want
7. Needing information about acceptance
8. Needing to know my vocational abilities
9. Choosing best courses to prepare for a job
10. Needing to plan ahead for the future

We have found that it is better to organize these counseling groups from within groups already functioning in the high school. Such groups as classes in psychology, social problems, career planning, and social studies have been used successfully. If others request to participate they are then placed in appropriate groups. Still others have been referred to counseling groups by the counselors.

When a class is approached it helps to have enough copies of the Mooney checklist to distribute to each individual. However, the method of presenting the material and the course taught are not the only factors which affect participation. Even though the group is told that all this information is kept confidential, their reaction to the whole plan will be affected by the reputation of the classroom teacher involved.

After answering the students' questions about the checklist itself and the use which can be made of it, the counselor next explains how the groups will be organized. He should always stress the point that each counseling group will have a chance to determine its own goals and limits. By this time the period will probably be over. The introductory explanations may even take

EDITOR'S NOTE

The authors' experience in group counseling covers both the high-school and college levels. In this article they deal with the techniques which they have found most effective. Dr. Ohlsen is associate professor of education in the guidance training program of the School of Education, State College, Pullman, Wash. Mr. DeWitt, a counselor of freshmen in the College, is doing his doctoral study on a phase of group counseling under Dr. Ohlsen's direction.

more than one period. In any case, those who want to participate write their names on the checklist while the others return it blank. It is made clear that anyone who wants to can change his mind the next day when the forms are filled out in class. Voluntary participation is basic.

The following day the class uses the checklist. The counselor must do whatever he can to help the teacher provide other experiences for those who do not participate and for those who get through early. Failure to consider this point may make it difficult to win the cooperation of other teachers.

Of course, time is taken to study the directions for students' use of the checklist. Plenty of time must be allowed so that every student has time to check his problems and write in his own comments. Before the class is dismissed, and after the checklists are collected, the counselor should make sure that the following points are clear:

1. An individual may decide not to participate in group counseling and still request individual counseling.
2. An individual may participate in a group and still get individual help.

3. The group itself will plan its own way of working together.

4. Each person will be seen individually when he is assigned to a group.

On one occasion the class itself was divided into several counseling groups. Usually, however, these groups have been established for personal-counseling opportunities outside the classroom. Normally, the actual membership of a counseling group is made up of members from several classes.

When the group assembles for the first time the counselor must help to establish a permissive and friendly group climate. Sometimes it is helpful to eat lunch together or have refreshments. This kind of setting gives all the members, including the counselor, a chance to talk informally. Part of this first session should be used to discuss the group-counseling process. The counselor assumes a more active role here to bring out some of the problems which groups face in this kind of relationship. Gradually, the group agrees on goals and limits. Eventually some student will ask what problems the members have in common. The matter of keeping confidences will usually come up too, just as will the problem of what to do about members who either fail to keep confidences or who drop out.

These are just a few among many problems which will arise. It is not the counselor's duty to give the answers but it is his responsibility to help the group reach decisions. The idea of sharing with one another and helping one another should be felt by all the members.

Not all of these concepts will evolve out of the first session. Limits are tested and new ones are set throughout the sessions, or at least they are reviewed. Goals may also be changed. In fact, every member should feel free to call for an evaluation of the process at any time.

Some high-school groups have found that it helps to evaluate their progress toward their goals regularly. However, the regular

use of an observer and recorder could be a threat to the group if it were not carefully presented. The leader should be careful not to express either approval or disapproval concerning the progress of individual members. If he is called upon for an evaluation, he should try to get the group to evaluate itself.

The meeting time, the place, and the frequency of meetings are merely examples of other problems which the group must decide. Our experience would lead us to recommend weekly sessions of one-hour duration.

The counselor has the task of keeping the discussion going without either advising or forcing. He interprets problems, feelings, and reactions to the group. Always, he must be sensitive to both individual and group needs. The group should gradually learn to keep the discussion going. If they do not, then this issue becomes a problem for the group to consider. Frequently the counselor will be forced to relinquish his leadership role to group members. He should allow this to happen and even encourage it to happen. Leadership should move around among members. At the same time every member of the group must feel a responsibility for preventing anyone from monopolizing the situation, just as he should come to sense the need for bringing everyone into the discussion.

If the question, "How do you start a subsequent session?" is asked, the answer would be wherever the group chooses to start. Before any examples are given it should also be indicated that it is not just what is said that counts. If the group senses that the discussion really belongs to them they will carry it. If either they cannot carry it or do not understand that it is their responsibility, then this in itself becomes a problem for the group to work on. "What do you want to talk about today?" or "What is on your mind today?" are examples of the kind of statement which might be made. It is appropriate for a

group to take time at the close of one session to think about what should be discussed at the next session.

Termination of the counseling experience is also important. Some problem areas demand more time than others. Experience seems to indicate that it is a good idea to check with the group periodically about the matter of ending the sessions. It is a relatively simple matter to discuss whether there are any other issues which should come before the group, but it is often a difficult matter to work out the feelings in-

volved in breaking up the group.

In conclusion, five principles should be re-stated:

1. Group counseling is a process of helping individuals within a group.
2. Better results can be expected from a homogeneous group.
3. The counselor must recognize his own strengths and weaknesses.
4. The group must be carefully oriented to the process.
5. The group must be group-centered rather than leader-centered.



Let's Take Clerking Out of Teaching

The overload of clerical work required of the average teacher at all levels is traditional in our whole educational scheme. Yet the business sense of school-board members should grasp the absurdity of asking teachers, paid at higher rates than clerical workers, to spend many hours each week on tasks they resent rather than on those for which they are professionally trained.

Why burden skilled teachers with marking daily tallies in attendance registers and balancing the totals, cutting stencils and mimeographing, in addition to "minding the office" during "free" periods? It doesn't take a baccalaureate or master's degree to wash blackboards, check supply lists, inventory bookroom stocks, and make out innumerable passes. What school can justify teachers' repairing textbooks, which in too many cases they have had no voice in selecting? Why should the teacher with the

"room nearest the office" answer the telephone, and all his colleagues laboriously prepare letters, announcements, and invitations? . . .

A dentist uses sterilized instruments, but he hires an assistant to boil them. A lawyer dictates his briefs but is interviewing the next client while they are being typed. A modern clinic has many treatment rooms and only a few doctors. The physicians are very busy treating patients; nurses and clerks perform the lesser routines.

But in school, when the teacher should be influencing pupils, he must mark the attendance book and every week or month stay late or return Saturday morning to balance it. Likewise, day after day he spends time doing all the other "chores" enumerated above, and many more that must be done but which only impede his professional contribution.—DONALD C. DEHART in *The Texas Outlook*.

Publicity Problem

I believe that a public-relations program in any school is no more and no less than the sum total of all the steps taken by the school, and its faculty, in helping parents and citizens to understand what they are doing and why they are doing it. There is no such question as "Will we or will we not have a public-relations program?" We have one. The question is, how good will it be? . . .

Last Friday I put on a senior play to which the public was invited and came—in spite of the heat. We had our picture in the paper. The fact that eleven students quoted several pages of script

correctly impressed the parents and friends who came to see their children perform. Yet, at no time this year has the paper made any attempt to inform the parents of these eleven students of the definite attempts that the school has made to develop good study habits, democratic traits of living, and high moral and spiritual ideals. It seems to me we have publicized the least effective part of our program. It is not enough for the schools to do a good job—the public must know about it.—HELEN M. BRYANT at a meeting of the Northern Kentucky Education Association.

GEM of the WEEK:

A Year's Supply for the Bulletin Board

By

CARLOS DE ZAFRA, JR.

IT IS AN educator's cliché that the most important goal of our public-school systems is not merely to impart knowledge, but rather, to develop character. There is reason for believing that enlightened schools are making new and great strides toward this "Holy Grail" of education; nor do I pretend to have here anything but the smallest particle of a contribution toward that goal. However, from the memory of my own student days, and from the unsolicited comments of some of my present pupils, I do believe that this old idea in new dress has some merit.

It was while recuperating from a jaw operation last summer that I had need to busy myself with something that was inter-

esting yet not physically taxing. With a yardstick, a pencil, a set of one-inch stencils, a jar of black and a jar of red poster paint, and some white poster-board, I proceeded to make a set of brief, inspiring statements which could be sequentially posted in a corner of my bulletin board under the permanent heading, "Gem of the Week." I filled in the stenciled letters with poster paint so that each letter was made of continuous lines. It was truly amazing to see how rapidly the posters came into being and how nearly professional they looked.

For any teacher who would like to make such a set of posters—or who has the ingenuity to get a set made for his classes—here is my list (which undoubtedly could be improved). While a few of the slogans are original, most of them have been either wittingly or unintentionally plagiarized.

EDITOR'S NOTE

The past summer Mr. de Zafra composed a set of character-building aphorisms and stenciled them in inch-high letters. He made a school-year's supply of them. Each of them now occupies a corner of his classroom bulletin board for a week, under the heading, "Gem of the Week." He doesn't know how many of his items are original, and acknowledges his debt to the wisdom of the ages. This article contains his set of 33, and Mr. de Zafra says you're welcome to them. If you say they're corny, he has an answer to that, too. He teaches social studies in Marshall High School, Rochester, N.Y.

1. Never put off till tomorrow what should be done today!
2. The most important thing to be gained from school is the habit of doing good work!
3. Every difficulty is a challenge; don't let it be a defeat!
4. The person worth while is the one with a smile when everything goes dead wrong!
5. "Success" is living up to the best of one's abilities; to do less is "failure"!
6. Your parents' greatest joy is in the successful living of their children!
7. The person you are to be you are now becoming!
8. Live only one day at a time, but make it a masterpiece!

9. Character is not a gift; it is a victory!
10. When you know what is right, there is only one thing to do!
11. Since you always have to live with yourself, make yourself worth living with!
12. Are you improving?
13. Education is the ability to do what should be done whether you want to do it or not!
14. Every day of our lives we should be improving our ability to get along well with other people!
15. May there be peace on earth and good-will toward all! (This one is to be used the week before Christmas vacation.)
16. To *have* friends you must first *be* a friend!
17. Don't *hurt* people; *help* them!
18. It is more blessed to be a peacemaker than to be a troublemaker!
19. There is a place in this world for *me*; I will find it and fill it with *good*!
20. A person is "great" to the extent that he benefits other people!
21. There is something creative in each of us; find your talent and develop it!
22. The greatest power in the world is the power of thought; *think rightly*!
23. As you thinketh in your heart, so are you!
24. To thine own self be true, and you need fear no one!
25. Tell the truth; then you don't have to remember your lies!
26. Actions speak louder than words!
27. Genius is 1% inspiration and 99% perspiration!
28. Are you doing your *very* best?
29. I will live so as to leave this world better than I found it!
30. Trifles make perfection, but perfection is no trifle!
31. To be *average* is mediocre; strive to excell!
32. You *can* do it if you *believe* you can!
33. Live true to the *best* that you know!

Many of these are admittedly old chestnuts, but they are ever new to each generation of students. If your lecturing is dull, let the students' eyes wander to that corner of the bulletin board which faces the class in the front of the room! Who knows but what this quiet encouragement to the better life may have more lasting effects than the regular classwork itself?



Excuse It, Please

On the radio and in daily speech
We hear expressions that schools don't teach—
Expressions vital and clear in intent,
That leave no doubt as to what was meant.

But teachers, in general, look askance
And raise a brow with a guilty glance
At the use of such words to emphasize;
Teachers, it seems, must apologize.

Picture Miss Smythe to obstreperous Abie:
"Get busy, young man, and I don't mean maybe."
But she hustles and hedges and beats a retreat,
And quickly adds, "*As they say on the street.*"

Says our superintendent, brave and bold,
"Freedom of speech is as precious as gold,
And those who deny it are low as a worm;
If you'll pardon the use of a popular term."

Miss Noble said, once, after school,
"That school trustee is a darned old fool."
But she added this to her criticism,
"*If you'll pardon, please, the colloquialism.*"

—DONALD K. GOSPILL in *Michigan Education Journal*.

PARENTS *utilized* *in the* CURRICULUM

By
LOWELL W. BEACH

HEY JOE, Dad is going to talk to our class tomorrow."

"How come?" Joe asked.

"Well, we've been studying about food in social studies—how it's produced and how it gets to our homes. Since Dad works for the Symons Wholesale Grocery, the teacher thought he could help us with our work."

This conversation might be heard in the halls at Tappan Junior High School in Ann Arbor, Michigan. Parents who have work experience related to the instructional units are helping the educational program. Increasingly teachers and pupils are learning that within the vocational experience of parents there lies a tremendous reservoir of knowledge and skill. They are learning that this community resource is available for education and they are developing techniques for realizing the benefits.

One of the most effective uses of parents in the curriculum has been in the social studies. Local-government employees and officials have been used in teaching civics. The pupils look forward to hearing members of the fire and police departments relate their experiences. Our city planner has now made several trips to our classrooms, and knows the subjects in which junior-high pupils are interested. Taxation and assessments have been simplified for our pupils by our city assessor.

In social studies at Tappan some time is allotted for the study of vocations. The pupils are expected to broaden their knowledge of the vocational fields and to begin planning their own life work. Direct contact with adults engaged in the vocations of the community is sought. Personal inter-

views and class excursions are planned to make this a realistic study.

The utilization of parents, however, is not limited to the social studies. Every subject area in the school curriculum can profit. The following are suggested as potentially valuable experiences for the pupils:

English classes may benefit from discussions with news reporters and writers. Local businessmen can tell mathematics classes of the computational processes used in the business world. Housewives can tell the home-economics pupils the details of managing a home. Classes in industrial arts concerned with the basic skills can be aided in a plan whereby vocational talent is obtained for school use.

At Tappan a card file was compiled listing the vocations of all the parents of children in school. Each pupil filled in his own card; thus, the data were easily gathered. The accompanying card form shows the information listed. Note that in the upper right-hand corner the date of graduation from ninth grade is requested. Annual removal of the cards of parents of graduates keeps a "live" file.

..... Student's Name Date of graduating from 9th grade.
..... Address Phone Number
..... Parent's Name:	
..... Place of Occupation:	
.....	
.....	
.....	

In cases where both parents work two cards are filled out. The file, with data on about 500 parents, is available for any teacher or pupil desiring parental help. To aid the teachers seeking information the cards are arranged according to the type of work.

The extent to which parents' help is used in the school curriculum varies with the teacher. Each sees different uses and possibilities in the program. Four practices have so far evolved. Some parents lecture or lead discussions in the classrooms. Others share their experience at the scene of the vocational activity. The parent then has the advantage of having illustrative material at hand and he likewise can demonstrate vocational techniques and processes. Parents are also visited by individuals or committees. The parents act as consultants and the results of the interviews are usually reported to the class. Parents are also used as a source of information for the teachers, who frequently need information not readily available.

Experience with parents in the classroom has revealed that many are not "speech makers" and that definite steps must be taken to insure a profitable hour for the pupils. First, the parent must be made comfortable. Perhaps he should be seated. The chairs can be arranged informally, for often the conventional atmosphere of a classroom proves too rigid for the inexperienced. It is best to have the class prepared to ask questions or to have the questions written out and submitted to the parent in advance.

This brief description reveals some of the values for a program which uses parents in instruction. There are other values of like importance.

EDITOR'S NOTE

Various schools use business and professional residents in the community as "resource people," occasionally asking them to come in and speak on their specialties, or to receive a visit from a class or a committee. But Tappan Junior High School, Ann Arbor, Mich., concentrates upon parents, and utilizes their special talents on an extensive scale in many courses. The school maintains a classified file of names of about 500 parents who are available. When a student is graduated, his parent's name is removed from the file to preserve a "live" list. Mr. Beach teaches social studies in the school.

The use of persons outside the regular school faculty stimulates pupil interest by introducing variety into the classroom. The parent brings to the class a different range of experiences and perhaps a fresh approach to learning problems. The net effect of increased interest can result in increased learning.

Another value is that it helps to relate instruction to life situations. A plan in which the adults share experiences with the pupils seems a step toward a realistic and an effective curriculum.

The program should promote public understanding. Adults who aid instruction as consultants or as lecturers learn about public education. Curriculum content, methods of instruction, the physical conditions of the buildings, and the general problems of education are likely to be impressed upon the participants.



More school time should be devoted to true science laboratory work. If we actually wish to teach the sciences this provision of time for laboratory work is of paramount importance. Let us not forget that the remarkable progress of the sciences in America is due in large measure to the amount of laboratory work that has been done in our secondary schools.—
TRAVER C. SUTTON in *School Science and Mathematics*.

CITY HALL *and* COURT HOUSE

*Laboratories for Reitz
American Problems classes*

By
RUBY STRICKLAND

EVERY COMMUNITY abounds in local governmental resources. I opened my classroom door wide enough for my students to get out and they came back with literally bushels of materials and interests from this experience.

Their textbooks did contain many facts, but this community information is alive and glowing with reality and activity. It is the student's own world: his uncle is the township trustee; his neighbor is the precinct committeeman; the county commissioners meeting today are deciding whether the road he travels to town will be left muddy and impassable for his car or whether it will be improved; and the presidential candidates become realities on the court-house lawn.

Evansville, Ind., is a typical community offering a laboratory for state, county, township, city, and some national governmental studies. Some of the high-school seniors live in the city, others live outside the city, but all are much concerned about the city because it is the hub of their activities. All of these seniors are taking American Problems.

The members of each Problems class are not selected in any special manner; their daily schedules are arranged by the office for their classes without knowledge of IQ, age, interest, or other criterion. All of them have had one year of United States history, and those in the college curriculum have had a year of world history, while the others have had a year of social studies.

Our county government offered many possibilities for student use because of its proximity, since Evansville is the county

seat. All classes were taken on a field trip to the court house, where the court rooms were visited and the locations of various offices were noted. Then the group divided into pre-arranged committees to interview the various county officials. All of these office holders cooperated very nicely to supply these future citizens with information, forms, and other materials. The next few class sessions were spent in sharing this information, and all participated in the benefits.

The township trustee was already an acquaintance of the students living outside the city because he had given them transfers to attend the city school. But city youngsters were interested too. They had known that sometimes he gave poor-relief orders, and one girl worked in a grocery store that filled these orders. They had also seen the township trustee's office, which was in the court house.

During the study of city government some students attended the city-council meeting in the city hall. Others talked with the director of the health department. The police department was interesting, and the city jail was examined. City traffic came in for its share of investigation. The city's provisions for teen-age recreational facilities were of great interest. The students found that a smoke-abatement plan for the city would mean cleaner homes and clothes for them, and perhaps less sinus troubles. Gambling was vital enough for one group to make a special study and bring to class some interesting information about our city.

National government is usually so far re-

moved from the daily life of the average high-school student that it might as well be on Mars instead of pages 339 to 543 in that textbook. But in 1948 most of the presidential candidates stopped in Evansville.

We spent half of one day standing on the court-house lawn to see and hear President Truman. We saw his special train, and one student got a pass from the Secret Service to take pictures. It was an event long to be remembered. Governor Dewey's special train changed engines out in the Howell yard at the edge of town, and some of the students were there to see him and hear a short, informal talk. When Governor Warren came several students heard a rear-platform speech and to make it more real one of the boys talked with his daughter. Others heard Senator Barkley speak in the Coliseum.

All of these experiences and contacts created interest and understanding for the executive department. And then last spring when the students with the ability to pay made a trip to Washington, D.C., and saw—as they put it—"the big wheels go around," more interest was generated for an understanding of our national government.

The Indiana legislature met in 1948. One of the elected members was a school patron who made arrangements at Indianapolis for a bus load of students to see the Indiana General Assembly in action. Thus state government became a reality for many of the students.

Political and party organization became more than a few general paragraphs in the textbooks when one girl told of her father's work as precinct committeeman. To make it even more real she brought the poll book and some saw the names of their parents as voters. The county Democratic and Republican headquarters gave these seniors a friendly welcome and much frank information on local political organizations. Most of the students who worked on this project

were so enthusiastic that they expect to be politicians themselves in a few years.

The value of using the community as source material is shown by some of the comments of the students:

"I think the interviews benefited the school by showing that the students are taking an interest in their government, and it helps us by showing the actual jobs and their problems."

"Perhaps these adults benefited because they will realize that young people are not always so silly and flighty as some people think we are."

"Thank you for an opportunity to be enlightened on matters I had never contacted before; my parents also learned much they did not know."

These high-school seniors are more concerned than many of the adult citizens that action be started and undesirable conditions improved. With their academic background, actual observations of conditions, and with their enthusiasm to better their community, these students represent a potential force in our political existence. Teachers in this governmental field have the opportunity and the duty to release the powerful constructive force of youth to improve our government.

EDITOR'S NOTE

Miss Strickland's American Problems classes go out into the community and delve into local governmental agencies, watch them in operation, and get first-hand information from the officials in charge. While she believes in the value of textbooks, she also believes that it isn't as satisfactory and resultful to read a description of a roast stuffed turkey as it is to have one on the table and help to eat it. She teaches social studies in Reitz High School, Evansville, Ind

SILAS MARNER:

A veritable psychology laboratory for understanding yourself, friends, family

By
EDITH M. LACKEY

AN AUTHOR ALWAYS tells you enough about a character to show you why that character does as he does, to help you understand his true purpose and feelings. Do you know as much about your friends before you pass judgment on them? Or do you tend to jump to conclusions, to generalize from one incident?

Are you always sure of your own motives? Or do you find it easy to kid yourself, to believe what is pleasant to believe or what suits your purpose?

Meet Dunstan Cass in *Silas Marner*! Dunstan convinced himself that merely because Silas was not in the cottage Silas must be dead. Therefore, a lot of trouble would be saved if he just took the money then!

A dull mind once arriving at an inference that flatters a desire is rarely able to retain the impression that the notion from which the inference started was purely problematic.

Have you ever involved yourself in a questionable situation, lived beyond your allowance, neglected to do something you knew was important, told something you had promised not to tell?

Consider then the case of Godfrey Cass, of whom George Eliot wrote:

Favorable Chance, I fancy, is the god of all men who follow their own devices instead of obeying a law they believe in. Let even a polished man of these days get into a position he is ashamed to avow, and his mind will be bent on all the possible issues that may deliver him from the calculable results of that position. Let him live outside his income . . . and he will presently find himself dreaming of a possible benefactor. . . . Let him neglect the responsibilities of his office, and he will inevitably anchor himself on the chance that

the thing left undone may turn out not to be of the supposed importance. Let him betray his friend's confidence, and he will adore that same cunning complexity called Chance, which gives him the hope that his friend will never know.

Have you ever blamed someone else for an unhappy situation in which you found yourself without realizing that you yourself were basically responsible and that the solution of your difficulties really rested with you?

Meet Molly Farran, the opium addict, who placed on Godfrey all blame for her miserable situation.

It is seldom that the miserable can help regarding their misery as wrong inflicted by those who are less miserable.

Have you ever lost something of great value to you? Did you continue to look again and again in the same places even after you knew you had made a thorough search? Silas Marner did because to him life seemed intolerable without his money. George Eliot tells you why he continued his futile search.

By acting as if he believed in false hopes, he warded off the moment of despair.

A man falling into deep waters seeks a momentary footing even on sliding stones.

Have you ever criticized a person for absorbing himself in a ceaseless round of work and activity, for living frugally, for saving his money so tenaciously that you called him stingy? Did you ever speculate on what might be some reasons underlying such action? Let George Eliot explain such a person to you.

Every man's work pursued steadily becomes in

this way an end in itself, and so to bridge over the loveless chasms of his life.

The love of accumulating money grows an absorbing passion in men whose imaginations even in the very beginning of their hoard showed them no purpose beyond it.

The same process has perhaps been undergone by wiser men, when they have been cut off from faith and love; only instead of a loom and a heap of guineas, they have had some erudite research, some ingenious project, some well-knit theory.

What, then, is the normal attitude toward work and money? George Eliot tells you that too. Not only does she *tell* you, but she demonstrates her statement by *showing* you how Silas behaved in the old days in Lantern Yard and again after the return of his long-lost gold.

Have you ever been terribly unhappy over a situation only to find out later that you hadn't known all the facts before you came to your conclusion?

How many and deep are the sorrows that spring from false ideas for which no man is culpable.

Have you ever criticized a person whom you really liked very much? Then when the person in whom you confided joined you in even mild criticism, found yourself stoutly defending your friend, angry that another person would dare say anything against him? Why that quick reversal?

The vindication of a loved object is the best balm affection can find for its wounds.

Have you ever tried to anticipate all the possibilities that might interfere with the working out of plans which meant a great deal to you, hoping in that way to prevent those very things from happening? Maybe this is why!

Instead of trying to still his fears, he encouraged them with that superstitious impression which clings to us all that if we expect evil very strongly it is the less likely to happen.

Have you ever accused a person of being selfish when he merely stood in the way of your achieving something which you sel-

fishly, and with no consideration of the other person, wanted for yourself? In other words, have you sometimes attributed to another person your own worst fault? Godfrey considered Silas very selfish because now when he was at last willing to acknowledge Eppie as his child, Silas was unwilling to part with her.

It seemed to him that the weaver was very selfish (a judgment easily passed by those who have never tested their own power of sacrifice) . . .

Godfrey felt an irritation inevitable to almost all of us when we encounter an unexpected obstacle.

In this same connection, have you ever found it hard to believe that people unlike yourself could possibly feel as you do?

But we must remember that many of the impressions which Godfrey was likely to gather concerning the laboring people around him would favor the idea that deep affections can hardly go along with callous palms and scant means.

Have you ever found yourself turning against a person merely because that person knew something about you which you wished he didn't know?

EDITOR'S NOTE

"I believe," writes Miss Lackey, "that all literature taught should justify itself on the basis of helping students to stretch to maturity of thought and action. For instance, Silas Marner is helpful in getting students to see parallels between what they read and what they know and to recognize psychological situations which they can untangle for themselves. I have so often risen to the defense of Silas Marner that I have combined my approaches in this article. It is written from the point of view of a teacher talking to students." Miss Lackey teaches in Evanston Township High School, Evanston, Ill.

The yoke a man creates for himself by wrong doing can breed hate in the kindest nature.

Have you ever tried to reassure yourself that merely because something has never happened it will never happen? You've never had an automobile accident, you've never failed a subject in school, you've never been defeated in an election, you've never lost anything of value although you are admittedly careless!

A sense of security more frequently springs from habit than from conviction, and for this reason it often subsists after such a change in conditions as might have been expected to suggest alarm. The lapse of time during which a given event has not happened, is, in this logic of habit, constantly alleged as a reason why the event should never happen, even when the lapse of time is precisely the added condition which makes the event imminent.

And so Silas, because in fifteen years no one had robbed him, went off and left his door unfastened, his money unprotected.

"I'd be happy," you think, "if the folks would only get me a car, if I only had a new suit, if I could only go on that trip, if I only had a bid to the Prom!" And then you got what you wanted so much! Were you happy? Maybe so! Maybe not—if you were still at odds with yourself about something!

Dissatisfaction seeks a definite object and finds it in the privation of an untried good.

Have you ever been embarrassed by undeserved praise, knowing all the time that you were merely doing what you wanted to do or perhaps even what merely served your purpose? George Eliot must have liked playing with this idea, for she stresses it three times:

1. The guests thought Godfrey had an unusually kind heart when he dashed out into the snow in his best dancing pumps to look after the poor woman reported by Silas to be dead or dying down by the stone quarry. Really it was terribly important to him to make sure that Molly was

really dead and could cause him no further embarrassment.

2. You are inclined to praise Eppie for her unselfishness and loyalty when she chose to stay with Silas rather than accept Godfrey's offer. Really no great sacrifice was involved. She does deserve your admiration, though, because she acted on her own good judgment and chose the way of life which she knew to be best for her.

3. You might jump to the conclusion that the inhabitants of a community in which a robbery had not occurred for more than fifteen years are remarkably honest and law-abiding. George Eliot points out that they were probably no better than other folks. In a closely-knit community like Raveloe stealing served no purpose. To have to leave town to enjoy their ill-gotten gains was to them unthinkable.

Have you ever tried to comfort someone in trouble and realized that your choice of words was so inept that you succeeded only in making the person feel worse? Perhaps your friends have tried to comfort you and said all the wrong things until you were fairly deluged in self-pity and half angry with them besides. Why was that so, do you suppose? Maybe George Eliot gives you the answer here:

I suppose one reason why we are seldom able to comfort our neighbors with our words is that our good will gets adulterated before it can pass our lips.

George Eliot would probably endorse the modern florists' slogan, "Say it with flowers," because "language is a stream that is almost sure to smack of a mingled soil" and to the flowers we would give "no flavor of our own egotism."

Have you ever felt yourself lonely and friendless when all the time you seemed so self-sufficient that other people assumed you didn't need them, that you really preferred to be alone? Then perhaps a situation arose in which you had to admit you really needed help! How friendly and help-

ful people were then! Silas's experience with his neighbors in Raveloe was like that.

Have you ever known a person whose "opinions were always principles," a person who never bothered to ask "Why?", a person who unconsciously believed what served his purpose without seeking to re-evaluate the matter and get at the real truth? Perhaps you are like that yourself at times! Have you ever realized that a person can be sincere and still be wrong—simply because he closes his mind? Nancy was like that when she argued that it was right for sisters to dress alike, even when what looked well on her made poor Priscilla look like a caricature, when she argued that it was wrong to adopt a child because, in the *one* case she knew about, the adopted child had turned out badly.

Have you ever known anyone "whose delight in lying, grandly independent of utility, was not to be diminished by the likelihood that his hearers would not believe him"? Such a person deserves your sympathy. Egotistical though he seems, he probably feels a deep dissatisfaction with himself and his achievements—or lack of them—and has never learned to face reality. Dunstan wanted to be respected as the owner of a valuable horse, but through the years he had done nothing to build a sound basis for respect and even now was unwilling to exert himself. Consider that when you find yourself relating an incident in such a way as to reveal you in a more favorable light than is justified by the facts. Get to work and be the kind of person you want others to think you are; do the things for which you would like to be admired.

Have you ever had difficulty in carrying through those good resolutions of the night before? They seemed so rational, so exactly what you wanted to do. Then next day you mired down in the midst of routine, reverted to your old habits of procrastination and evasion, and your opportunity was

lost. You and Godfrey have much in common.

Have you ever tried to create the impression that you were always alert, that you observed closely, that your memory was practically photographic? If so, you may realize that in relating the details of an incident, or an accident, you "recalled" considerably more than you observed. Once you told your story a few times, the invented details seemed very real to you. The people of Raveloe, though "well-intentioned" and "not given to lying," did exactly that in trying to be helpful in the solution of the robbery, for "memory, when duly impregnated with ascertained facts, is sometimes surprisingly fertile."

Have you ever known a person who brooded over injustice, real or imagined, telling himself that no constructive action was possible until everything was understood and he was completely vindicated? Such a person is blocked not by his unfortunate experience but by his attitude toward it. Silas's trip to Lantern Yard was a big disappointment to him, but it helped him formulate a philosophy of life. He realized that good things as well as bad had happened to him, that difficult though his life had been it was probably no worse than other people's. Such an attitude leaves no room for bitterness or self-pity. "I think I shall trusten till I die," said Silas!

There is nothing new about psychology, popular or otherwise. George Eliot, writing back in the nineteenth century, knew some principles which the modern psychologist states with authority in advice to parents. Here are three; you'll find others!

1. Always tell an adopted child that he is adopted. Silas told Eppie just as soon as she was big enough to understand; therefore, she was spared any feeling of insecurity, inferiority, or bitterness, and grew up to be an affectionate and well-adjusted adult.

2. Never show favoritism. Godfrey and Dunstan, convinced that their brother Bob was their father's favorite, felt that what they did didn't much

matter, since the Squire was inclined to think the worst of them anyway.

3. Tell a child exactly what you expect from him, help him understand why certain things are right and others wrong, and punish consistently for any deviation. Because Squire Cass was sometimes harsh, sometimes lenient, his sons had no standard of right and wrong. Anything was all right so long as they could get away with it—and there was always the chance that they could! Maybe their father wouldn't find out; maybe if he did, he would be in a good humor or they could talk him out of any drastic action.

An author must understand people, must be a sound psychologist. Otherwise, characters seem like shadows, not in the least like real people. To understand a character in fiction it is not necessary that you should know in real life someone exactly like him. But it is necessary for an author to build a character so carefully that you are willing to agree that, given the characteristics the author gives him, a character will act in any given situation exactly as the author has him act. Otherwise, you will be so completely out of sympathy with the character that you won't care in the least what happens to him.

As a result of thoughtful reading, you will find that you are interested not so much in *what* happens, because usually plot incidents are the sort of thing which could happen to anyone, as you are in *how* the characters react to situations and in *why* they react as they do. You will come

to see parallels between what you read and what you know. Learn to see ideas in books and relate them to your own experience. You may not always agree with them, but recognition of them will make you aware and give point to your observations. Beware, though, of generalizing that because a character in a novel reacts in a certain way which is perfectly convincing to you, a character in real life who is somewhat similar to him should react in the same way in a somewhat similar situation! Why? Because no two people are exactly alike; no two situations are exactly the same. The slightest alteration in character, timing, or incident changes the whole outcome.

The skillful novelist merely gives you the key to understanding why people do as they do, to understanding why you react as you react. You must assemble the data yourself, making sure that you have enough information to make your conclusions valid. Remember, too, that there is always the missing ingredient which keeps you from understanding anyone completely. A recognition of this fact counsels tolerance in your judgments. Understanding yourself is merely the first step. Use your discoveries as a basis for improvement, not as an alibi. Only as you learn to recognize and to understand those elemental factors which govern human behavior do you make progress toward maturity of thought and action.



Spare My Subject!

Then the faculty split up into committees to formulate experimental [life adjustment] courses of study. What vigorous discussions followed!

Social-studies teachers found it easy to convince others that life adjustment in a democratic society meant four years of social studies.

The English teachers proved that four years of English grammar, composition, and literature were necessary for life adjustment.

The language teachers proved beyond a shadow of a doubt that, in the global struggle, three to four years of a foreign language were essential to

understanding our neighbors.

The science teachers, life-adjustment minded, calmly demonstrated that in an Atomic Age no youngster, living under the daily impact of scientific discovery, could afford to be without the adjustment four years of science permitted.

And, of course, how could one live without the fundamental tool which resulted from a continuous program of mathematics?

Moral: Needs are needs, students are students, and never the twain shall meet.—PAUL F. BRANDWEIN in *School and Society*.

SNOW BALL *and the* SEVEN DRAWERS

By
MARY ALICE NATKIN

TEACHING—a most honorable and noble profession! Enter these portals with love, devotion, and awe. For here one tiptoes gently on hallowed ground. Young minds await your benign guidance as parched crops do the long-awaited rain.

I am a teacher of English and Speech, imparting beauty and truth, enriching vocabulary so that students can learn to express themselves more fluently and read with greater appreciation.

Oh yeah, brudder! You got rocks in your head?

I teach—in a school where de kids are not *fruits*, where the only truth is fight and fight dirty for what you want and don't give up graciously when you don't get it—and the only vocabulary enrichment so far has been mine. I now have the choicest collection of four-letter words in captivity. You understand, of course, I never say them. But there's no law against thinking them when I get mad.

My program consists of the usual five classes, three of which are straight English and speech groups, and the other two, English to Foreigners groups. There are times when I'm sure I have a violent case of retarded mental development and I can't add. Otherwise, how can you explain five classes feeling like twenty-five?

My native-born American scholars (with all due respect to Emerson) speak a language, to say the least, which is most colorful. Seems to me I once read a book on semantics. All right, my native-born American scholars speak a language such as you've never heard before.

I thought and thought and decided—

literature is the doorway to culture. Shakespeare! Expose them to him in small doses. *Julius Caesar!* We will read noble thoughts couched in noble language and who knows! Now I Do! For when Joe as the noblest Roman of them all shouts, "I'll use you for my moit (mirth) and for my laughter," or when *Hoiman*, another Roman, cries "Sir, tis your brudder Cassius at de door," I know. You bet I know! What price literature!

We also have extraordinary lessons in speech, particularly in public speaking. One of the first rules you learn is to make yourself heard. Be audible. What do you say when Benny approaches you and asks, "Is my verse (voice) audible?" I meet one challenge wid anudder. "Very audible," I mutter.

You have to teach in my type of school to understand this, but there are times when I break out into a rash. Say something funny just to prove I'm still in there pitchin'. Catharsis, maybe? Willie, five feet two and every inch a flaming red suit and pitchfork, spread a dragnet around the school building looking for me. When he finally cornered me, he pounced upon me (verbally, of course).

"Where wuz you?" (That's because I'm singular. Had he been talking to two of me, he'd have said, "Where wuz youse?")

"I went on a safari," cracks I, "So far-ee, you couldn't find me."

"Dat's a toim joke," quips he. "Gimme toim an' I'll laugh. Hey teach, don't try so hard."

All right. I know when I'm licked.

You know in modern pedagogy we have

what is called functional grammar. That is, you teach grammar only when the need arises. Here at school the need arises, I assure you. So when Jimmy says "I seen him," I interrupt quickly and sparkle "No, I saw him." A guffaw echoes through the room. "Wuz you dere, too?"

These are situations that try men's souls and women's, too. And that's when some of those words I've learned come in mighty handy. During a composition lesson, Alfred will ask, "Does spelling count?" This is really hilarious because the entire paper is misspelled. But then he develops an ardent concern over one word. However, never thwart the child. Let him assert himself.

"How do you spell higher?" he asks.

"H-i-g-h-e-r," I answered.

"Naw, not dat one."

So I say, "H-i-r-e."

"Naw, naw, you know when you walk down the street and yell 'Hiya' to your friend."

EDITOR'S NOTE

Miss Natkin leads a strange professional life under the alias of "Teach," as in the expression, "Hiya, Teach!" She teaches five classes a day in a New York City high school. The subject is English and Speech. Two of her classes are in English for foreign-born pupils, and three of her classes are in English and speech for native-born American pupils. These native sons could give the foreigners lessons on the fine points of slaughtering the English language. Miss Natkin lives in Brooklyn. As Brooklyn has had enough adverse publicity, we carefully refrained from asking her where she teaches. It could be in a Bronx high school. Well, on second thought, she could teach in Queens.

But the pupils who are really most delightful and precious are my little foreigners. Some of them are Greek, some Italian, a few German, but most are Puerto Ricans. League of Nationish! Sweet, intelligent faces—eager to learn. Speaking English and always saying the funny thing. These boys and girls really have the basic knowledge of living and life.

There's an adorable hot-house plant named Roberto, with the blackest eyes and the foulest tongue. Sits in the second row nearest the window. *O Dios mio!* But he's bright and *malo*. In one of our discussions on friendship, such questions as "Who is your best friend and why?" arose. (You can see we go in for thought-provoking discussions. Unfortunately the only one provoked is the teacher.) Up pops Roberto and in his inimitable English with the delicious intonation, he points to his pocket and says, "De bes frien' in de world is de dollar in de pocket."

Another time when Roberto got too fresh for his own good, I injected icicles into my voice and crackled, "Sit down!" Up pipes my little *muchacho*, "You can't scare me—I heerd that in America is freedom from fear."

In our erudite and philosophical moments, we sympathize with Rip Van Winkle because of his shrewish wife. But Enzo, who is evidently a by-product of such a poppa, said, "I would be more sorrier for Mrs. Reep—she have to leev with man what do no work. She no like to scrim all the time." Basic philosophy and psychology!

And when Ricardo in telling a story describes a Walt Disney film and speaks of "Snow Ball and the Seven Drawers," well, what is there to say?

"Anon"—that's what I feel like. No name but "Teach." No greeting but "Hiya Teach!" However, please don't misunderstand. I really love these boys and girls—sometimes. There are other times when I could be guilty of mayhem—cheerfully!

TAPE RECORDER:

It Sparks a School Drive

By
EDWARD G. BIGOT

HAVE YOU EVER wished you could use a big-time promotional stunt to spark some school drive that was going on? Have you ever felt that your pupils would really get out and hustle if somebody from Hollywood made an appearance on the school stage and told them what a fine school paper they had and how important it was that everybody support the paper by getting as many subscribers as possible? While Hollywood stars may be a little reluctant to appear on your school stage, a tape recorder and a few students who are fairly good at imitating movie actors can put on a reasonable facsimile of such an appearance.

Once each semester we conduct a drive for subscribers to our school paper, *The Hiatt Herald*. It goes without saying that no drive can be successful without the active and enthusiastic support of the homeroom teachers, and our teachers give more than their share of that. However, on the third day before the close of the drive we have a check-up assembly at which we call roll, applaud deserving homerooms, and award humorous prizes to the leaders.

At this assembly we try to instill a final shot of enthusiasm that will carry us over our goal. It is the only assembly of the pep variety that we hold throughout the semester so we try to make the most of it. It offers a real opportunity to build up school spirit as well as to give our pupils the feeling that they want to help in getting the number of subscribers necessary to make the paper self-supporting. No advertising is carried so we have to depend wholly

on circulation for the paper's financial support.

This semester we decided to use our tape recorder for the fun part of the assembly. Because it was received so well by our pupils, we pass the details on here for what they are worth.

After the roll call had been taken, it was announced that during the past summer we had taken a trip to Hollywood to see whether we could induce some of our Hollywood favorites to come out to our assembly this morning. In fact, we were getting a little nervous because the one star who was to appear hadn't shown up as yet, but we were expecting him at any moment. To fill in the time we had brought in a tape recording of some interviews we had held in Hollywood. If the audience were interested in listening to the recording we would be happy to oblige. It was no surprise that everybody wanted to hear it. With some prodding, practically all of the pupils promised to get additional subscribers if they could hear it. Then we played the recording.

We were fortunate in having boys who did their imitations remarkably well. Long ago we learned that in every junior high school there are some pupils who are "naturals" for this sort of thing. Obviously the tape recorder makes it a lot easier to put such a program across. The illusion remains for a longer time than if the impersonators appear on the stage in person. Moreover, by use of the recorder the impersonations can be done over and over until good ones are obtained.

Here is part of the script we used, a script that was the result of the combined efforts of the participating pupils, an oral English teacher who had spotted the talent in his classes, and myself:

Script

Mr. B: Ah, Hollywood at last. Now to see if I can line up some talent for our *Hiatt Herald* assembly on October 7th. Might as well start with Columbia Studios. For goodness sake, it says over there that they are shooting Al Jolson and Larry Parks in "Jolson Sings Again" on Stage A. I'll just slide in and see what's going on.

(Phonograph record of Al Jolson's "Mammy" is played—starting in the middle of song to completion of one chorus)

Director (Tamte): Cut! That'll be all for this morning. Everybody on set at one o'clock.

Mr. B: Mr. Jolson, I'm from Amos Hiatt Junior High School in Des Moines, Iowa, and we're interested in getting you to appear at our *Hiatt Herald* Booster Assembly October 7th. Do you think you could make it?

Jolson (Newsome): October 7th? Let me

see. Why, sure I think I could be there. I'd like to boost the sales of that swell paper and I'd like to sing for all those fine kiddies out there. Old Uncle Al will sure be there if he can. Of course, we'll be premiering "Jolson Sings Again" about that time and I may have to be somewhere else. But let's make the date anyway. And say, just in case I can't make it, I'd like to sing a little ditty right now dedicated to the *Hiatt Herald*, and if I'm not there the seventh you'll all know I'm thinking of you.

(Newsome sings in his best Jolson style)

"Mammy, Mammy, there are papers in the East
There are papers in the West
But I know where the school paper's the best,
Mammy, Mammy, I'd walk a million miles
To read the *Hiatt Herald* files
MY MAMMY."

Mr. B: Gee, thanks Al—thanks a lot. And now I think I'll go over to Republic Studios and see what I can find. Well, here I am and that's Roy Rogers, I'll bet. Say, aren't you Roy Rogers?

Mr. Bk: That I am, pardner, that I am.

Mr. B: I understand you own the smartest horse in Hollywood.

Mr. Bk: That I do, pardner, that I do.

Mr. B: May I interview him about our Amos Hiatt school paper?

Mr. Bk: You mean that top brand stock—that Amos Hiatt *Herald* that I read every chance I get? You shure can talk to Trigger about that and here he is.

Mr. B: Trigger, I'm just going to ask you one question because you're the smartest horse in the movies. IS THERE A BETTER SCHOOL PAPER THAN THE *Hiatt Herald*?

Trigger (Hiatt): N-e-i-g-h. N-e-i-g-h.

Mr. B: You're absolutely right, Trigger. There just isn't. That proves you really are the smartest horse in the movies. Why, Trigger, I see you have a bit in your mouth.

EDITOR'S NOTE

"Out here in Iowa," writes Mr. Bigot, "we're proud of our tall corn—so nobody should be surprised that we find it useful in putting on an assembly. But seriously, we do feel that the tape recorder can well be used in staging original assembly programs, like the one described. I hope that CLEARING HOUSE readers will write to share their tape recorder experiences with me." Mr. Bigot is vice-principal of Hiatt Junior High School, Des Moines, Ia.

Trigger (Hiatt) (in high pitched voice): Yes, and if I had two bits I'd subscribe to the *Hiatt Herald* right away.

That's enough script to give you the idea. We continued with a visit to Red Skelton's Junior, who had been left in the studio chemistry laboratory and succeeded in blowing the place up, after which he told us that two years ago he was debating whether to subscribe, realizing full well that if he did subscribe the whippin' would follow. But, he added, he's been getting

whippin's ever since because he just has to read our paper.

After such a violent experience Mr. B terminated his interviewing. Just as the tape recorder finished, a telegraph messenger boy came down the aisle with the inevitable telegram telling us that Jolson was sorry he couldn't make it this time after all. An enthusiastic audience filed out of the auditorium determined to set a new record in subscription soliciting. And they did. As we say, the drive was almost "embarrassingly successful."

♦ FINDINGS ♦

STATE CHIEFS: During the past 20 years, the 48 states have had a total of 135 occupants of the office of chief executive of the state departments of education, for an average tenure of about 7 years, reports Dr. Sam Duker, of Okalahoma A & M College, to this department. On the average, each year about 7 states had to fill the post with a new commissioner or superintendent.

COLLEGE CONTROL: Of all U. S. colleges and universities, 40% are under church control, but have only 21% of total enrolment; 25% are privately controlled, with 28% of enrolment; and 35% are publicly controlled, with 50% of enrolment, says Harold H. Punke in *School and Society*.

COLLEGE COSTS: The average cost of maintenance of a college student, on a modest scale, for the 9-month school year, is \$1,281 (tuition, fees, and books, \$443; board and room, \$535; and clothes, laundry, amusements, travel, and incidentals, \$305). These figures, based upon estimates furnished by more than 250 of the larger colleges of the U. S., are reported in "It Takes More Than Brains," pamphlet on financing a college education pub-

lished by the Connecticut Mutual Life Insurance Co., Hartford, Conn. A few colleges estimated student maintenance costs at \$800 or less, a few at \$2,000 or more, and others at various levels between those extremes. For individual colleges, the estimates on tuition, fees, and books varied between \$50 and \$1,000; on room and board, between \$135 and \$800; and on clothes, laundry, amusements, travel, and incidentals, between \$125 and \$650.

CLASS SIZE: A class of ideal size consists of 25 pupils. That is the median opinion of 504 high-school teachers of English, social studies, and mathematics who cooperated in a study reported in "What Teachers Say About Class Size," U. S. Office of Education Circular No. 311. But opinions of the individual teachers on ideal class size vary from 6 to 35 pupils. Asked their opinion on how many pupils constitute a small class, the teachers' responses ranged from "1 pupil" to "35 pupils" (average of responses was 17 pupils). On the question of how many pupils constitute a large class the range of response was from "20 pupils" to "60 pupils" (median response, 35 pupils).

The point at which a class is too small for efficient instruction was placed at "1 pupil" by some teachers and up to "32 pupils" by others (median, 15 pupils). Some teachers felt that a class was too large for efficient instruction when it had 20 pupils, while the limit for others was 50 pupils (average response, 32 pupils). In this diversity of opinion, we are glad to note that there were some believers in individualized instruction, who thought that classes of two pupils weren't too small, and that there were doughty champions willing to take on classes of 59 pupils without batting an eye.

—♦—

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

THE PHONOGRAPH:

It helps literature over rough spots

By

GERTRUDE H. OVERTON

IN THE TEACHING of literature the phonograph can be an invaluable aid. It helps to vitalize certain aspects of the course which might otherwise be dull and uninspiring. Money expended for phonograph recordings reaps real results. RCA Victor and Columbia Recording Corporation have some excellent recordings designed to add spice to the course in literature. Both of these companies are glad to furnish catalogues upon request.

In planning the study of *Beowulf* a teacher is usually faced by a group of high-school seniors who have little or no knowledge of how our language of today has developed from the Old Anglo-Saxon, with the addition of words and grammatical constructions borrowed from other languages. Reading the story of *Beowulf* without some study of the language in which it was written and of the people with whom the epic grew up is to leave the students with a feeling that they have wasted time reading a preposterous fairy tale.

To counteract this erroneous impression

and to give the students a feeling for how a living language grows, a teacher can use to advantage the phonograph recordings made by Dr. Ayers of Columbia University. Accompanying the record are pamphlets giving explanatory material and interlinear translations of the passages read by Dr. Ayers. Supply each student with a pamphlet so that he can follow the written page as the record is played, and play the record several times on succeeding days until students develop some ability to follow it without constantly watching the printed page. Later it is fun to compare words and phrases with modern English and modern German. Swedish students will notice similarities to their language. If the record is played often enough, the teacher need not be surprised to hear students quoting the old language to one another in the halls; I have overheard some of my poorest students doing so.

Chaucer's *Canterbury Tales* can be made delightful in the same way. Another recording by Dr. Ayers shows a further step in the development of the English language, which had by Chaucer's time reached some degree of standardization and had begun to look and sound more like modern English. After listening to this record several times, some students learn to read Chaucerian English orally with a remarkable degree of accuracy and beauty of expression—and they enjoy doing it. A teacher need not be too much surprised to have a student select one of the *Tales* for a book report.

When the class is studying the balladry of the Anglo-Norman period, there is an

EDITOR'S NOTE

When it comes to matters like Beowulf and Canterbury Tales, Miss Overton has found that the phonograph can be one of an English teacher's best friends. She discusses these and various other areas in which she has come to rely upon her classroom phonograph. The author teaches in Iron Mountain, Mich., High School.

excellent opportunity to correlate the ballad of Robin Hood, for instance, with phonographic recordings of the DeKoven opera, *Robin Hood*. And when the students are reading Marlowe's *Dr. Faustus* what could be better than to play recordings from Goethe's opera *Faust*?

The National Council of Teachers of English advertises special recordings of Shakespearean plays and sonnets.

And, of course, it is unthinkable to teach Jonson's "To Celia" without playing "Drink to Me Only With Thine Eyes." Incidentally, this tie-up of lyrical poetry with actual songs can be extended to include modern songs. Students are likely to think that Jonson is making extravagant claims for the power of wordless intercourse until they are reminded of the modern "Anniversary" song, in which "we pledged our true love, though a word wasn't said."

When Kipling's poems are being read, the students enjoy the RCA Victor album in which Norman Cordon sings "Danny Deever," "On the Road to Mandalay," "Gunga Din," "Fuzzy Wuzzy," and "Boots."

It is my belief that all phonograph re-

cordings should be followed by student reading of the selections aloud, either by individuals or by a choral group.

The Columbia Broadcasting Company has a group of albums entitled "Masterpieces of Literature," which includes "The Appreciation of Poetry," "Our American Heritage," "Great Themes in Poetry," and "Chaucer" (Dr. Ayers).

The National Council of Teachers of English supplies an album called "Poets' Recordings of Their Own Poems" (American poets), which should be invaluable in an American literature course.

This report merely scratches the surface of the field of possibilities with the phonograph, but it serves, in a small way, to show what can be done.

I might add that in order for a teacher to achieve best results, his classroom should have a wall electrical outlet to which he can connect the phonograph; the phonograph, as well as the records, should be purchased by the school. It seems to me that a part of the money belonging to the school library could be allocated for the purpose of building up a record library.



Student's-Eye View of Tests

By DONALD DELESKI

Student, Burley, Idaho, High School

Teachers regard their tests with affection. This deduction is confirmed by the careful manner in which they guard these precious touchstones. In contrast to this pedagogic-love is the students' well-nursed, hearty dislike—particularly at the ends of six-week periods and semesters, a mystery that has defied explanation through the ages.

An interesting thing about tests is the way in which the degree of their effectiveness is judged. If anyone gets all the answers correct, the test is a dismal failure and the teacher must give an extra-hard one the next time to save face. However, if a large percentage of the class fails, the test then respectfully falls into the supreme category of "good tests."

As precious as these little (not always) gems of creative genius are, the esteem which the instructors have for their ability to make them is even greater. With years of experience, teachers become more and more proficient in this esoteric art. Their native ability is pampered and whetted and encouraged to a perfection which is remarkable. It is rumored that an extensive knowledge of Medieval and Ancient Chinese tortures is of invaluable aid to the composer of one of these masterpieces.

When the "testability" of a teacher is lost, he is without doubt "washed up." But don't get your hopes up, students. This extraordinary ability is unquestionably hereditary—and the chances of its being lost are indeed slim.

Testing Plan that PREVENTS FAILURES

By B. A. AUGHINBAUGH

FEW WILL probably agree that the methods of examining and testing as employed in schools today savor in varying degrees of those practiced by Master Squeers, and fewer will probably agree that the average grade of any class is the grade of the teacher's ability to teach it, yet there are some data which indicate these situations both exist, and there are those who believe that the teacher whose class does not average 95 per cent is *poor*.

As a classroom teacher the writer developed a method of testing which, so far as he knows, was his own. The idea grew from the belief that many failures in examinations were not due to ignorance, but that the larger number was the result of the unnatural atmosphere surrounding them—to a super-tension developed by fear of failure, and misdirected preparation because of no effort on the part of the teacher to indicate the relative values of the data studied. Testing seemed to be akin to a

shooting match in which the teacher was the marksman and the students the clay pigeons.

Our method was revolutionary, we admit. A day or two preceding test-day the students were told to open their texts and examine me. I tossed a quarter on my desk and informed the class that anyone who asked me a question on the work we had covered, which I was unable to answer correctly, would receive the quarter and that I would continue to place quarters on the desk to be won by similar, subsequent incidents to the end of the period. I lost occasionally but not often. As the questions were asked I would classify them as good, fair, or poor, but I answered all of them. The good and some of the fair ones were written on the blackboard.

At the end of the period I informed the class that the questions (often numbering a hundred) would be the questions for the test to be given the following day. Let not the reader believe that this produced a plethora of cramming or cheating. Students cram because they do not know the wheat from the chaff, and hence employ "shot-gun" rather than "rifle" aiming in their reviewing.

A teacher's use of either trite or trick questions too often stems from a fear that if the students can answer all the questions asked they will become conceited and eventually unruly or sarcastic. Such an outcome never faces the teachers who are admired for a knowledge of their subject and an ability to present it in a pleasant, understandable manner. It is the teacher who orders the class to "close books" while his

EDITOR'S NOTE

Many failures in examinations, Mr. Aughinbaugh believes, are the result of the unnatural atmosphere surrounding tests. In his days as a classroom teacher he developed a method of testing that gave students an opportunity to study efficiently for the examination, and to take it with confidence. He is now supervisor of the Ohio Slide and Film Exchange, a division of the State Department of Education, Columbus, Ohio.

remains open who seldom has the full respect and admiration of his class.

The testing method here described arouses the students' interest in their studies and shows the teacher wherein there was failure to differentiate between the important and the unimportant. The day of the tests I saw to it that no textbooks or "Rocinantes" were in the classroom. Having taught Malays in the Philippines, I had been worked on by experts in the gentle art of scholarly legerdemain. Ten or twenty of the questions selected as "musts" on the previous day were on the board or on mimeographed slips. Uniform paper and pencils were passed out, and no others were used.

This procedure was based entirely on the honest belief that if the students attended class to take away certain data essential to their well being then it mattered less how or when they assimilated it than that

they *did* assimilate it. I counted the average per cent of the class as *my teaching average* of that class and I wanted it to be good, and to be honestly attained. Later, as a principal and as a superintendent, I introduced the procedure in several schools and school systems. The morale of entire faculties was raised by it. No longer was the blame for student failures placed totally on students but, by accepting them partly as their own, teachers put forth earnest, honest efforts to eliminate failures.

To those who question the propriety of students acquiring knowledge immediately before a test which they had not acquired at the time the lesson was taught, let me ask, isn't it better to acquire it then rather than not at all? Moreover, isn't the purpose of reviews to gather the loose ends together and assimilate the units as an entirety? The only difference in this plan is that it was written and was specific.



Let's Eliminate Fees and Charges

The most common and objectionable practices of public schools in evading their responsibility to provide free public education are (1) charging fees, (2) requiring students to furnish school supplies, (3) charging summer-school tuition, and (4) relying upon outside support for school equipment. . . .

There is considerable variation among schools with respect to the charging of fees. In some school systems no fees are charged, whereas, in other school systems, the annual cost of fees to be paid by the student exceeds \$100. Among the most common types of fees are: textbook-rental fee, towel and locker fee, science-laboratory fee, home-economics fee, typing fee, shop fee, activity fee, and commencement fee. Some school systems even charge a library fee.

The extent to which the charging of fees has caused hardships for the students has never been fully determined. Numerous studies, however, report that a large number of our youth do not enter or finish high school because of their inability to meet the cost of fees and other expenses.

The injustice of a fee-paying policy for the support of public education should be reason enough

to cause its abolition. There are other reasons too why schoolmen generally disfavor the payment of fees—among which is the creation of numerous accounting problems.

There is also a lack of uniformity among school systems regarding the manner in which school supplies are acquired. Some school systems furnish all supplies free of charge to the students; other systems furnish practically none, and depend upon students to purchase the materials needed for study. It is encouraging to note the increasing number of schools which at least supply the basic textbooks without charge to the students. An adequate school program, however, necessitates considerably more material than a single textbook for each course. Among the school supplies which students are commonly required to purchase are: supplementary readers or other books, workbooks, magazines, art supplies, shop materials, gym uniforms, paper, pencils, and numerous other articles.

The requirement for students to pay for needed school supplies is not in accord with the principles of a free public-school system.—E. C. BOEMEIER in *Phi Delta Kappan*.

THE MAGIC ART:

It's practiced in the school library

By
EVELYN I. RICCIO

I AM A librarian. A school librarian. A librarian of a small school in a small city.

To most people the word librarian is more potent magic than Aladdin's lamp, but it's black magic. It conjures up a pale, timid, introverted maiden aunt whose paramour is literature. At the mention of the word teacher the smoke clears to reveal a bespectacled, reactionary, shapeless spinster, and the genie of librarian and teacher together—the school librarian—rivals the genie of the lamp.

These conceptions are as untrue as the tales of Scheherazade, and have their rightful place only in story-book lore.

Self-assurance is the prerogative of librarians. They have the advantage of constant association with an institution which dominates the pathway to success. Their very tools are wisdom and knowledge. If they are bookworms, they complement their understanding of books with understanding of people. They cannot be introverts, since executive ability and friendliness are *sine qua non*.

How can a true teacher be reactionary when his is the potentiality to determine the calibre of the men and women of the next two generations? His influence extends not only over the generation of students whom he teaches, but also over the children of those students. How can the teacher be unsympathetic when his tools are young minds searching for new experiences, striving to be recognized?

Unhappy comparison with De Milo's beauty equipment is not exclusive to teachers and librarians. Whether they are pale or shapeless or bespectacled is another

problem, but one easily corrected by Richard Hudnut's Beauty Salon or a DuBarry Success Course.

I am proud to be a school librarian, proud because my profession presupposes ability and vision. I am a teacher, but my teaching is not confined to one or two subjects. I am a librarian, but my control extends beyond the library. As a school librarian I have a combination of powers which defies limitation.

My job cannot be humdrum because it is alive with the desire for knowledge. Matching particular knowledge with the right child makes my work a tremendous challenge; matching them properly but not at the right time will cause explosion, but matching them properly and at the right time will produce dynamite.

I cannot set any fixed standard of achievement, for I am dealing with the impatient eagerness of youth. The compassion of a young girl who returns *Bambi*, the surprised pleasure of the youngster who discovers poetry, the excitement of the lad who devours chemistry, the prepossessing interest of a lame boy with Joe DiMaggio,

EDITOR'S NOTE

"I am a librarian, but my control extends beyond the library. As a school librarian I have a combination of powers which defies limitation." In such terms Mrs. Riccio writes about the magic of the librarian's profession. She is librarian of Amsterdam, N.Y., Junior High School.

the identification of all children with heroes of danger and daring are experiences which make my position peerless.

School librarianship is not all sugar and spice, and I should like it less if it were. There are puppy dogs' tails, too. Dull routine of technical details and inability of the layman to realize the value of the library are part of my profession. Like puppy dogs' tails, they are small. Too much satisfaction, after all, would be as bad as too little.

Yes, there is magic in my profession. It has qualities to satisfy everyone, stimulus for the ambitious novice, interest for the sophisticate, imagination even for plain Jane. To me it is more potent magic than Aladdin's lamp, for its power is not limited to one possessor. No special wishing is necessary. If given constant polishing, its magic is continuous to bring to everyone an increasingly greater awareness of education in its broadest sense, the fuller enjoyment of living.



Recently They Said:

Enough Men Teachers?

Are men desirable? Indiana has the largest per cent of men teachers of any state in the Union—38 per cent, according to the Indiana State Teachers Association. The percentage in the United States as a whole is 18.4 (in 1946-47).

What is the percentage of men teachers in your school system? Has your local association estimated the percentage that would be desirable, and suggested steps that might be taken to achieve the appropriate proportion?—THOMAS E. ROBINSON in *New Jersey Educational Review*.

Is Geology This Good?

Without doubt, one of the most overlooked practical opportunities for improving the curriculum offerings of the secondary school is in the consideration of geology as a subject-matter offering. It would pay huge dividends for every public-school educator in America seriously to deliberate on whether we can continue to omit geology from our curriculums without certain irreparable losses to our future societal masses. No other course can offer such a combination of cultural, functional, practical, and interesting materials with carry-over values which will last throughout the life of the individual. No other course offers such an excellent opportunity easily to blend new values, new intriguing horizons, and new practical interest into a dry, uninteresting, out-moded curriculum, wherever such a one exists. No other course can improve citizenship as greatly through understanding and appreciation of the causative factors of the natural features of environment.—G. D. McGRATH in *Science Education* as reprinted in *Louisiana Schools*.

Footnote Crutches

... Let us [English teachers] all propagandize in favor of the lowly footnotes. Most of the better texts of today are richly supplied with them, and unless and until the present-day student *does* possess enough information to comprehend the majority of the allusions with which literature abounds, he had better form the habit of obtaining the data at the bottom of the page.—E. A. BARRELL, JR., in *Delaware School Journal*.

Projects in Listening

Student-made posters, a lunchtime conversation group, and informal singing have helped develop a listening education program at Lewis and Clark High School in Spokane, Wash., in cooperation with the National Council of Teachers of English. Senior classes in English meet an additional half hour at lunch-time once a week to eat together and practice "the art of conversation."

One teacher has prepared a series of work sheets, designed as a basis for teaching what is desirable listening, how to do it, and why. These sheets help students record their listening habits at various times during the term. Recorded material, radio listening, concerts, sermons, lectures, speeches are areas in which students may check their listening interests. Recordings, in addition, are helping to create interest in poetry and drama and are helping to develop more intelligent listening. Sophomore speech classes make individual voice recordings at the beginning and end of the semester and thus use listening to improve their own speech patterns.—MARIAN PETTIS in *Washington State Curriculum Journal*.

FREE READING

Periods Pack School Library

By MARGARET KURILECZ

A YEAR'S EXPERIENCE has given me an optimistic answer to those teachers who throw up their eyes and hands and moan, "Isn't it awful! Children don't read books any more." I say that children can and will read books if we teachers will give them the time and the opportunity to do it.

As in so many other things having to do with children, the elementary-school teachers have long practiced the most sensible arrangement. With reading books available in his classroom, the child can easily turn to a story book after he has finished his arithmetic lesson. His easy familiarity with books usually ends, however, when he moves into the junior high school, where all the reading books are kept in the library, to which he can go only during study periods, or before and after school for limited periods of time. Often he even needs a pass, probably a necessary administrative device in a large school but one that doesn't encourage library attendance.

The fact that many children prefer to use their study periods for doing homework and that many teachers confine their assignments to the textbook further limit the use of the library by the high-school pupil. After school hours there are clubs, sports, friends, the radio, and television. Where can reading fit in? There's the public library, but that may mean a trip downtown. There may be books at home but it's simpler to listen to the radio. And always there is the round of adolescent activities that allow no time for solitary reading. Adults who bemoan the pressure of "so many things to do" may well be

appalled at the busy schedules that the strong desire for group belonging entails.

And yet children want to read and like to read when they have the chance. As one 12-year-old wrote, "It is sort of a pleasure to me to read a good book." My sympathies are entirely with another girl who wailed, "At times I am not able to read out of school," (she had music and ballet lessons, among other things) "and if I don't read at all, it drives me crazy thinking of all the good books there are to read."

To me, the answer to the problem seems a very simple one that I used last year. I told my eighth-grade classes in the Dobbs Ferry High School that we might use one period of class time every week for free reading. The word "free" meant just that—the children might read anything of their own choice, whether found in the home, in the class library (made up largely of books that the children had brought in), or in the school library, which was very conveniently just across the hall.

We preferred to do our reading in the library because the chairs are more comfortable there, and the book-lined walls more pleasing to the eye than blackboards. Also, reading in the library fosters a familiarity with the library which any librarian is happy to see for its promise of future use.

Each group made its own plans for the time of the reading period and the form of the reports on the reading done. A number of children accepted the possibility of reading in a particular area of interest, which gave the librarian the opportunity for individual conferences to suggest titles. The other children read as they chose, with

the teacher and librarian always ready to make suggestions.

From the start this weekly reading period was received with enthusiasm. Eileen wrote on her final paper, "I have always looked forward to Wednesday second period free reading." The librarian frequently commented on the absorption with which the children read, and she welcomed the opportunities which the period gave her for individual reading guidance. The most significant indication of the popularity of the reading period was its ready adoption by another eighth grade class, three seventh grade classes, two sophomore classes, two junior classes, and two senior classes, so that the librarian had to resort to a schedule to avoid conflicts—a new departure in her five years at Dobbs Ferry. Needless to say, such a period should not be just a period away from the classroom.

Under the stimulus of this reading program, some groups developed homeroom libraries which served their needs. Besides these tangible evidences of increased reading interest, there was a gratifying enthusiasm about reading, an eager readiness to devote hours to talking about books, and the kind of casual, matter-of-fact allusions to books in general discussion that indicated an easy acceptance of them.

My personal opinion is that a good share of the children's enthusiasm came from the chance to choose their own reading matter, whether it was comics (which never held anyone's interest for very long) or the *Encyclopedia Britannica*, a favorite with one boy.

Most of all, the written comments of the children indicate the worth of the free-reading program to them. The children themselves recognized that their interest in reading had been stimulated. Again and again the comment was made, "This year I have used the library more than I have any other year." Children who were habitual readers mentioned that they were

reading more than ever. Non-readers became readers.

It was a triumphant moment when Francis returned to the librarian a book which he had read with painful slowness week after week, while Miss Churchill and I wondered if his dogged determination would hold out. The whole free-reading program was justified by his comment, "I am glad we have free reading once a week because I have learned to enjoy a book. I have never read a book before this." And Francis was not the only heart-warming case. Joan, whose reading rate was faster than Francis's, was able to read five books during the year, saying, "If it wasn't for our free-reading periods, I would never have liked to read." And Buddy wrote, "I have read more books this year than I have in my hole (sic) life."

Other children appreciated that their reading had improved. As Victor put it, "I am also learning to read better. In the seventh grade I didn't like to read but now I understand books better and I like to read them." Further comments revealed that the children valued the opportunity to get to know the library and make use of its reference materials for help in their class work. They also appreciated the

EDITOR'S NOTE

Miss Kurilecz says that the weekly free-reading period in the library which she tried with her eighth-grade classes was so successful that the habitual readers began reading more than ever, and (hold your breath!) non-readers became readers. Before long other teachers in the school had adopted the plan, until eleven classes were on the librarian's free-reading-period schedule. The author teaches general education in Dobbs Ferry, N.Y., High School.

chance to learn a good deal about a special interest, such as horses.

Most gratifying to me of all the results of this free-reading program was the unmistakable pleasure that the children found in this opportunity to read. Eileen spoke for the whole class when she wrote, "I think the free-reading period is very good as it helps every one enjoy books. I think we should continue it always." The librarian, too, was very happy to read such statements as, "The school library has given me a lot of enjoyment this year" and "I think the library is one of the most useful and nicest things in the school."

The enthusiasm of the children for reading time, the mushroom growth of their interest in reading, their appreciation of the values of library experience—all support

the use of a class period for reading. To those teachers who might say, "But when will we get our work done?" it should be obvious that more and better reading is basic to all successful school work. Experiments show, too, that improvement in reading is accompanied by improvement in specific subjects.

In adopting a free-reading period, however, the teacher needs always to keep in mind that a successful program depends on the free choice of reading matter by the children, the availability of books that really appeal to children, and the helpful interest and guidance of both teacher and librarian. With these factors assured, reading interest will surely blossom and more and better reading will "follow after," to delight the teacher of our reading children.



Remarks Re Marks

By JACOB C. SOLOVAY

I never was a man of marks,
To my deep consternation.
I never was a man of marks—
And I mean punctuation.

An exclamation point was Greek,
And often set me swearing;
For when did any sentence shriek,
And when was it declaring?

And words like *what* or *why* or *who*
Brought sorrow no abatement,
For simple words like these, I knew,
Could introduce a statement.

A score of rules the comma had,
But being no logician,
I flung it down for good or bad,
With erring intuition.

How blithe I was, how gaily rash,
My wit was really demi—

The way I tossed about each dash,
Each colon and each semi.

No single quotes were ever used,
They came down none or double—
A fact which had me much abused,
And very much in trouble.

Only the period had design,
Yet I was most unfit,
For howsoever barbed the line,
There was no point to it.

O many a devastating plague
I heaped on punctuation,
Because my knowledge was so vague,
So fraught with desperation.

But now my conscience knows no shame,
I'm no benighted creature.
I learned the rules when I became
A simple English teacher.

RADIO WORKSHOP:

Its program is slanted at teen-agers

By

JANE STEWART and PAUL BOGEN

Music: Theme (Little Buck's Battle Cry) up and under

Announcer: Good evening, teen-agers. Through the facilities of Station WOSU¹ the University High School presents "Buckshot," the first in a series of programs devoted to you.

WITH THESE WORDS the University School Radio Workshop opened its first program. The project had reached its final stage. The workshop had become a producing group with a program on the air each week.

For some time the personnel from the University Radio Station, WOSU, and members of the administrative staff of the University School had discussed the possibility of a radio workshop as part of the high-school program. This radio workshop would have educational value to the participants, would provide a tangible outlet for the kind of experience provided by the school, and would furnish a program designed by teen-agers, for teen-agers. In October, at the beginning of the school year, it was decided that a member of the production staff of the station and a member of the faculty should draw up plans for the organization of a radio workshop.

The plan proposed was that: (1) interested students be invited to participate in the workshop, (2) a script-writing section be organized which would meet twice a week for one hour, (3) after the writers had progressed sufficiently to be able to prepare usable scripts, a second section for students desiring to do radio performance work be

organized, and (4) an audition show be prepared along with an outline of a possible series of programs to represent the University School on WOSU.

The general plan was submitted to the faculty for discussion and was approved. Next it was presented to the students of the upper three grades and discussed, and a sufficient number exhibited interest to indicate that it should be carried out.

The plan was of a general nature, and the details were worked out by the students under the supervision and direction of the adviser from the station and the teacher in charge.

During the next two months, twelve one-hour meetings—two per week—were held. Background in radio writing was given, student ideas for a teen-age program were exchanged, and material written by the members was read and discussed. It was decided to prepare an audition script and an outline of twelve additional programs. From these script material was selected for use at auditions of students interested in the performance activities of the workshop.

In January auditions of thirty-five students were held. Members of the writing group met with the teacher in charge and the station adviser to select a group to be added to the workshop as performers. The auditions had been announced in the upper three grades, and preliminary screening of students was done by the teacher in charge in cooperation with the faculty. This screening was necessary for two reasons—the facilities, personnel, and time available necessitated limiting the number of participants, and since the work sessions were to be

¹ Owned and operated by the Ohio State University and operated on a frequency of 820 KC with 5000 W. power; a limited-time station on a clear channel.

superimposed on an established school program, students with schedules that were already heavy could not be overloaded.

The auditions consisted of a brief period of instruction in microphone technique and the reading by each student of material prepared by the writing group. A public-address system had been provided, with the microphone and controls in a small ante-room and the loudspeaker in the classroom. After each student read, a discussion and critique were held. Students were asked to criticize the reading of their classmates, placing emphasis on interpretation, conversational quality, enunciation, and pronunciation. Suggestions were made to help each student improve his performance.

Ten student performers were finally selected as additions to the workshop, thus bringing the total number in the group to seventeen. During the next two weeks, the group worked together on material submitted by the writers. This material was read to the group by the performers, and discussions of reading and writing technique, content, style, and showmanship were made a part of each meeting. Portions of the script were transcribed on a tape recorder so they could be rechecked during discussions.

Finally an audition was held at radio station WOSU before a joint committee from the station and the school. The committee agreed that the program was "air-worthy" and that it would be an acceptable and educational project for both school and station.

Several interesting sidelights indicate the problems and the activities of the group. The boy selected as editor for the first group of programs had written at first in a complex and involved manner. By the time the program was aired, he was one of the most critical of all the students, and required concise, simple writing for his programs. Still another student initially had been interested in reading only sports news.

Later, at his own request, he was given the opportunity to read the newscast. Several members of the workshop decided that it was important to be able both to write and perform, and they engaged in both activities. The station offered to extend the series to the end of the school year, eighteen broadcasts in all. The entire group was enthusiastic and willing to continue.

In order to make the program of interest to all teen-agers in the station area, other high schools in the vicinity were invited to participate, contributing writers and guest performers. The response was overwhelming. One high school supplied a guest sportscaster, and on the evening of this program 150 high-school students gathered in the school's auditorium to listen. Another excellent program was built completely around a guest, a boy who recently had come to this country from England.

Such contacts with students, faculty, and administrators in participating schools have resulted in improved public relations for the University School. We believe that the workshop was also of value to the individual participants. However, evaluation of a project of this nature should and must be based on the philosophy and purposes of the school. The University School attempts to provide the finest opportunity for personal development and social living in a democratic environment. It further emphasizes the development of social sensitivity, cooperative planning and evaluation, creativeness, special interests and abilities, self-direction, and communication skills and appreciation.

Representative members of the station staff and the school who had been associated directly or indirectly with the project felt that the program was of more than adequate broadcast quality and that it demonstrated real validity from an educational standpoint. Areas in which the students had shown growth were responsibility, cooperation, group analysis and evaluation,

oral presentation, and writing. There was observable growth in the techniques of working together and in learning how to handle problems in human relations. In view of the values gained and the opportunities for development offered, this was judged to be an unusually rich group experience.

It was noted that the individual participants became more aware of the value and necessity of evaluation. There was wide use of the wire recorder for this purpose, and the students themselves adopted a rule that a performer must listen to the last recorded broadcast before participating again. This resulted in the immediate desire to improve both the quality of performance and the quality of writing.

Even members of the faculty not directly associated with the program have commented on the students' newly acquired poise and self-confidence, the increasing appreciation of the value and necessity of meeting deadlines, and the ability to give and take criticism.

Since the workshop was superimposed on an established school program certain limitations resulted. Students with heavy schedules could not take an added responsibility, and this eliminated many of the interested and the talented. With only two one-hour work periods scheduled weekly, the number of students included had to be reduced. Moreover, the time factor prevented the development of a broad understanding of the field of radio. As a result, many questions were inadequately answered. Assuming, then, that the experimental workshop has shown both value and compatibility with the objective of the school, a number of recommendations are indicated.

The workshop should be a regularly scheduled elective offered as part of the regular school program. It should consist of at least two groups of students, advanced and beginning. Within the framework of

EDITOR'S NOTE

Miss Stewart is a core counselor and language-arts teacher at University School, College of Education, Ohio State University, Columbus, Ohio. Mr. Bogen is assistant to the director of radio education at Ohio State University. Recently they sponsored an experimental radio workshop for volunteer groups of high-school students who had had no previous experience in radio. They feel the project was so successful that it should become an elective subject in the curriculum. They have attempted to explain their techniques and procedures sufficiently that even high schools with meager facilities will feel encouraged to develop similar projects.

such a workshop, resource people, films, trips, recordings could be used to develop understanding of: (1) the mechanics of radio, (2) radio as a communication medium, (3) the analysis of radio program fare, (4) the best in radio literature, (5) the possibilities of vocations in radio, and (6) the service function of radio.

The workshop, it is felt, could be used as a resource by any class or school organization. Performances could be given over a public-address system to emphasize a Red Cross drive or a student-council problem. Moreover, members would be available to assist in the promotion of school projects or serve as consultants on the use of radio or public-address facilities in the classroom. Guides to good radio listening could be prepared as a part of the activities of the group. Here also, the concept of radio as a tool for communication and as a service to society could be started in the school. If desired, the workshop could extend its activities to assisting students of the lower

grades in any radio work in which they are interested. The workshop could also include a technical section in which students were given training and experience in operation, maintenance, and construction of equipment. This should prove a valuable addition to the workshop.

Our project has demonstrated that a radio workshop can be valuable in the program of a school. It has indicated that students are interested in activities of this type. There is reason to believe that it has provided a desirable kind of radio experience for teen-agers.



We Have Too Many Coaches

Mass exercise, military drill, and large dumping-ground classes are not getting us any place in a real physical-education program. The people don't understand what physical education is. If their school has a good coach, too many of them are satisfied. Getting good physical-education instructors and proper equipment is something they just don't understand. Perhaps once a year the coach puts on a little program that is prepared in one week and calls it the physical-education exhibition. The people come because it is their duty, say it is wonderful, and then the coach goes back to devoting his time to the major sports.

Nine out of ten instructors don't care at all about the welfare of the students who are not varsity material. Why should they? Their bread and butter comes from the varsity team. Who cares whether John Jones gets over his tendency to be round shouldered or is so bashful that he will play

sick rather than change to gym clothes? Who cares whether Bill Brown is so weak that he cannot chin himself five times? Who cares whether our so-called bookworm is taught that a physically fit body is also important?

Very few schools have the proper facilities for a real physical-education program and we cannot make real progress until the people are educated to the need for them. How? We must develop leaders from the children and they in turn on reaching the voting age will raise the money for schools equipped for a good program. When the people want a physical-education instructor, the superintendent will hire him. If the town wants a physical-education program for its children it will raise the money and get the proper facilities. We can have anything in this country that we really want.—GEORGE WENTWORTH in *Maine Teachers' Digest*.

Formerly Forbidden Fields

I am often amazed, as is doubtless any of the band of Elder Teachers, at the tremendous change over a period of forty years in the material which is considered suitable, or at least tolerable, for consideration in secondary schools: once a knowledge of the meaning of blackmail was thought deplorable; now there is almost no act of commission or omission—no fixation, frustration, or perversion—which the more enterprising young pupil has not met in book or play.

With O'Neill, Faulkner, Caldwell, and Tennessee Williams as guides, and a dozen other explicit or implicit Freudians as ushers, the student often ranges far into formerly unknown or forbidden fields and returns with strange findings!

Whether . . . such adventures are desirable for teen-agers is beside the question. The books and plays are here and are highly recommended; they

cannot well be forbidden the pupil, as the trustees of the University of Texas tried to forbid John Dos Passos. The question is rather: What, if anything, shall we do about them?

On the one hand, they can easily encourage juvenile peepers and pryers, sophisticates and cynics; on the other, they can promote that realization of the difference between appearance and reality which, in human affairs, is often the beginning of wisdom and perhaps of pity for all prisoners and captives of their own wretchedness and the world's scorn. Presumably this cathartic function of such works, their purgation of egoism by fear and pity, is their social justification and recommendation, which the perfectly equipped and socially adapted, or fabulous pedagogical unicorn, will doubtless emphasize.—CHARLES LAWSON in *Independent School Bulletin*.

COLLEGE STUDENTS

conduct school's college-life program

By RAYMOND PATOUILLET

THE PROBLEM OF articulation between institutions of secondary and higher education is one which faces all school administrators. It involves making the transition from high school to college a more natural and normal one for the individual student.

There are several aspects to this transition, some of which have been given more attention than others. For example, the college-preparatory course in secondary schools is an attempt to prepare the student for the academic life which lies ahead. Very little is done, however, to prepare the prospective collegian for the non-academic or personal side of college life. And yet this problem of personal adjustment is one which deeply concerns every freshman.

Higher education, for most young people, is pursued away from home and away from the accustomed forms of discipline and supervision. How will the freshman

adjust to this new way of life? Has he developed a sense of responsibility that will enable him to meet successfully his academic and non-academic obligations under the new freedom? Will his religious beliefs be shaken by the spirit of free inquiry of the college and university? How will he face the problems of drinking and smoking? What is the accepted collegiate mode of behavior with members of the opposite sex? What will he do with his leisure time? These are some of the questions which prospective freshmen ask.

How can these questions be effectively handled? Mount Hermon School for Boys decided that they can be best answered by college students themselves. We felt that young men nearer in age and experience to our own seniors would be more helpful and convincing than high-school counselors or members of a college faculty.

Consequently, we took our plan up with the deans of four schools—among which were a large urban university, a small rural college for men, and a co-educational institution. The deans displayed great interest in the college week-end plan. They gladly recommended students who had made fine adjustments to college life and who could talk effectively to high-school seniors.

Four college students were ultimately selected and invited to take part in the program. These students represented each of the four years, freshman through senior. In addition, one of them was an alumnus of Mount Hermon. In this way, the views of students of varying maturity, from different types of colleges, and from schools other than Hermon could be contrasted and compared.

EDITOR'S NOTE

Instead of having college faculty members to conduct an informational program on college life for its interested seniors, the Mount Hermon, Mass., School for Boys invited college students to do the job. The plan as worked out proved to be such a "natural," says Mr. Patouillet, that college students hereafter will be invited to hold two such programs a year. The author is director of student personnel at the school, which is an independent secondary school with an enrolment of 500 boys.

The college week-end program began with a Friday chapel talk by one of the college students on the topic, "Religion and the College Student."

On Friday evening the four college students were leaders in a panel discussion with the senior class of 150. The chaplain and the director of student personnel acted as moderators. Each student spoke for five minutes on that phase of college adjustment which he considered most important. An hour and a half were devoted to these talks and the ensuing discussion.

The students then divided into four groups, each of the student speakers becoming the chairman of a smaller group. The Hermon seniors met with the group of their choice. This smaller group discussion lasted an hour and enabled the Hermon boys to ask more direct questions of the college student they chose.

On Saturday morning the college students were available for individual conferences. This opportunity was very favorably commented upon by the Hermon seniors. They felt that it was a most valuable experience.

The general reaction to the college week-end was extremely encouraging. The students at Hermon have asked that there be two such programs during the year, one in the fall and one in the spring. The fall meeting would be devoted to a discussion of the topic, "Choosing a College," while the spring meeting would deal with "Adjusting to College Life." Present plans call for these two meetings. The college counselor will be primarily responsible for the fall meeting and the director of student personnel for the spring meeting.

This type of program has the double virtue of being simple and effective. Hermon's college week-end does not entail elaborate plans that upset the routine of the rest of the school. Returning alumni, without exception, tell of the value of the program. The college students who have taken part in the college week-ends have been enthusiastic. Hermon itself regards the week-end as one of its more successful undertakings. It feels that it is helping its college-bound students to meet more realistically the problems which lie ahead.



How to Lose Friends and Alienate Support for Audio-Visual Education

1. Always purchase equipment made by little-known manufacturers; avoid well-established concerns likely to be in business years hence, when you may need replacement parts.

2. Always patronize cut-rate stores that do not maintain service departments; avoid dealers equipped to give technical assistance and to make repairs at short notice.

3. Never plan film bookings in advance; order films at the last moment and expect them to be delivered at once.

4. Never train students to operate projectors, recorders, or playbacks; let them learn by themselves even if it ruins the equipment.

5. When preparing lessons, never preview films or slides; never audition records and transcriptions; just utilize them in the classroom without preparation of any kind.

6. While a film is being shown to a class, always

go out for a smoke; in case anything goes wrong with the projector, the film will take care of itself.

7. Never bother to follow up audio-visual aids with tests, readings, or discussions; pedagogical politicians at the board of education won't appreciate the difference anyway.

8. Always regard films as the solitary giants of audio-visual education; never use slides, charts, models, records, flat pictures, and other small fry.

9. Always regard audio-visual aids as wonderful devices for amusing children; remember that students come to school chiefly for a day of entertainment.

10. Avoid keeping abreast of audio-visual magazines, books, or catalogs; they interfere with the peaceful life of an educational isolationist.—WILLIAM LEWIN in *Audio-Visual Guide*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

CORRECTION: In the editorial on page 248 of the December 1949 issue, the headline should have credited the Universal Declaration of Human Rights to the United Nations, not Unesco. Unesco is a promotion agency for the Declaration.

UNESCO THEMES: U. S. support of the broad objectives of Unesco will do more to raise U. S. prestige among all those of "good will" in other countries than any other activity in which Americans can engage, states Dr. George D. Stoddard, president of the University of Illinois and chairman of the U. S. National Commission for Unesco. While the Commission seeks support of all of Unesco's objectives, it is stressing six "community action" themes for 1950: educational reconstruction; exchange of persons; education on human rights; study of the problems of "food and people"; education for international understanding of the UN and its specialized agencies; and improvement of teaching materials.

HOPE: The home is the first and best school, according to Msgr. John S. Middleton, education secretary of the Archdiocese of New York, as quoted in the New York *World Telegram and The Sun*. Msgr. Middleton decried what he termed a growing tendency to make democracy a religion with the public school as its temple. He said that the parochial schools, whose purpose is to help parents to give a complete religious and moral education to their children, are "the hope of our democratic society."

PEGGED PANTS: A new form of intolerance seems to have appeared in Baltimore, according to an Associated Press dispatch. Some of the city's public-recreation centers bar teen-agers who show up in pegged trousers. If a ruler shows that your trousers are less than 17 inches around the cuff, out you go. A Recreation Bureau official explained that the ruling was adopted for some centers at the request of the teen-agers who attend them. "Extreme dress," he said, "leads to bad behavior." A Baltimore woman brought the matter into the open by denouncing the rule to the City Council, claiming that it is driving teen-agers into the streets. Obviously a boy who wears a zoot suit has enough troubles of his own already and needs help. Public recreation centers might consider as their slogan, "This center is open to all young people, regardless

of race, creed, color, or circumference of trouser cuffs."

SAFETY PRIZES: Three contests on safety, with prizes totaling \$16,000, recently have been announced by two insurance companies, according to the Associated Press and the New York *Times*. An award of a \$4,000 college scholarship will be made to the winner of a nationwide oratorical contest conducted by the Mutual Benefit Health and Accident Assn., of Omaha, Neb. The subject of the orations is "Live Safely; Live Happily," and only high-school juniors and seniors are eligible. The same company offers an annual award of \$10,000 to "the individual who makes the greatest contribution to health and safety." The Lumbermen's Mutual Casualty Co., Chicago, Ill., offers \$2,000 in prizes annually for "the best activities in the cause of safe driving." Full information can be obtained from the two companies.

NO ESCAPE: On January 18, for the first time in an Eastern state, a special unit of telephone equipment was installed in the Little Falls, N.J., home of a sick student, allowing him to attend his classes from a distance. The student heard what went on in class, and, by flipping a switch, could take part in the class work and be heard in the school, reports the New York *Post*. No doubt January 18 was a red-letter day for teachers, and just a plain black day for students. Mark our words, some day they'll perfect a special kind of television beam that will allow schools to track down truants. Then a luckless student, playing hookey to go fishing, suddenly will see his teacher's face projected on the surface of the pool, and hear, "William, put that worm back in the can and give me the date of the Louisiana Purchase."

WORKSHOP STAFF OPENINGS: Teachers interested in serving as staff members of summer workshops in intergroup and intercultural education are invited to write to Leo Shapiro, national director, Department of Education, Anti-Defamation League, 327 South LaSalle St., Chicago 4, Ill. Mr. Shapiro says he receives requests from colleges in various parts of the country for teachers qualified for such work. The workshops usually run for about 6 weeks, and the pay "is quite good."

(Continued on page 384)



History Courses Don't Develop Adequate Citizens

SHOULD WE SEND troops to Formosa? Should rent control be continued? Should Hawaii and Alaska become states? Should we lower taxes and cut expenditures of our national government?

Such questions as these are in the news and are discussed and debated by spokesmen of both major parties. Decisions on such issues ostensibly are made in Washington, but have their roots in public opinion throughout the country. If public opinion is to sponsor the best possible decisions, it must be a product of responsible, interested, thinking citizens.

We can seriously question whether existing high-school social-studies courses are making the most effective contribution to developing such citizens. Not only do we need an enlightened citizenry as a basis for public opinion, but we need thoughtful voters and office-holders. We need intelligent consumers and sensible buyers. We need informed citizens and wise leaders in our community social organizations—churches, civic clubs, and fraternal groups. Whether we speak of the vital task of inculcating our cherished democratic ideals or merely of the duty to train our students to read a newspaper intelligently, we must depend upon the school and, particularly, the social-studies classroom.

The usual offerings of our high schools in social studies are American history, world history, civics, problems of democracy, and various combinations of economics, American government, and sociology. When courses are required, they are usually in the field of history; thus, history tends to domi-

nate the social-studies curriculum. If we wish to prepare students for Twentieth Century life, are we approaching the problem in the most expedient way?

For years we have been deluding ourselves that the study of history alone automatically makes good citizens. Modern research has shown what many alert teachers have felt for years, that there is no transfer from the deeds of respected men of the past to our modern children unless we teach for such transfer. But if we wish to train students for modern life, would it not be most expeditious to teach them in terms of modern life? Surely we need history as a means of approach to modern social problems. But too often we have hoped that by rattling the dusty, dry bones of the past some miraculous consequences would provide citizenship training.

Curriculum making is always a battle of conflicting subjects: mathematics, science, languages, social studies. The school day is never long enough for all we feel we should put into the student's bill of fare. Consequently, we must make choices; we try to select what we think is most essential to accomplishing the purposes of our schools.

Courses in modern social problems are essential to the education of each child. We must gear our curriculum to that purpose. Two courses in modern social problems should be required in the high-school curriculum. One should be taught in senior high school at the eleventh- or twelfth-grade level, the other in junior high school, probably in the ninth grade.

Both of these courses should deal with

problems which confront the student now and which will confront him in the future. They should be organized and presented in such a way as to develop attitudes and capacities which will serve the student in facing problems as they arise in his adult life, rather than to attempt to "cover" particular bodies of subject matter. By doing this, we not only teach our students things they will be able to use to enrich their lives, but make our subject matter more meaningful and more purposeful to them here and now.

For example, we can assume that most of our students will marry, become parents, vote, belong to labor unions, read newspapers, associate with other people in community life, purchase groceries, have hobbies, work at one job or another, make out income-tax blanks, pay taxes. Should we not give them training and experience in these normal functions of American citizenship? Thus, units of work such as *Courtship and Marriage*, *Child Care and Training*, *Intelligent Voting*, *Labor Unions and Their Activities*, *Analyzing Propaganda*, *Group Prejudices*, *Consumer Education*, *Worthwhile Recreation*, *Choosing a Vocation*, *Filing Income Tax Returns*, or *How Our Government Raises and Spends Money* should be treated in these modern-problems courses.

Naturally the content and complexity of these courses must vary according to the grade level. For instance, a ninth-grade

class could study such topics as *Being a Good Citizen*, *Getting Along with Others*, *Working with Others*, *Getting Your Money's Worth*, *Worthwhile Hobbies*, *What Our Government Does for Us*, *Benefits of Life in America*, or *How to Act on a Date*. The greater maturity of twelfth-grade students enables them to study with profit problems more closely related to the adult life on which they are about to embark.

The proposed curricular revision presupposes other changes in social education. The most important of these lies in the point of view of teachers. They must divorce themselves from a narrow subject-matter outlook to face their teaching in the light of problems of social living which their students face. Other problems are the planning of appropriate courses and units and, of course, the ever-present question of suitable materials.

The important thing is that we must be deceived no longer by the assumption that our students are gaining from their high-school social-studies courses all they need for fruitful social living and intelligent citizenship. Since these latter objectives are what we want, let us travel the most effective route to accomplishing them. To do this requires the inclusion of such modern-problems courses as have been described.

GERALD R. PHILLIPS
Teachers College
Marshall College
Huntington, W.Va.



Sunshine Committee

The Sunshine Committee welcomes new students to the Libby Junior High School, Spokane, makes them feel at home, and visits students who are sick.

The committee is composed of one member from every homeroom. This student reports the absence of students who have been ill for more than three days, have had an operation, or have had a death in the family. The school sends [absent students] appropriate cards for various seasons such as

Thanksgiving, Christmas, Valentine's Day, and Easter. A letter is sent from the homerooms once a week. Every student is given an opportunity to write a sentence or two and sign his name. This is continued until the absent student has returned to school.

The January graduating class presented the Sunshine Committee with a radio which is loaned to students who are in the hospital.—H. C. G. FRY in *Washington State Curriculum Journal*.



BOOK REVIEWS



KIMBALL WILES and EARL R. GABLER, *Review Editors*

Group Guidance—Principles, Techniques, and Evaluation, by ROBERT HOPPOCK. New York: McGraw-Hill Book Co., 1949. 393 pages, \$3.75.

The ideas in this book about group guidance are down to earth. Teachers who have groups of pupils to teach for life-adjustment purposes will find much help in it, especially the variety of programs in orientation, educational, and vocational guidance. The ideas can be used in elementary and secondary schools, and in colleges.

The appendixes may prove to be some of the best meat in the book. The reproductions of actual discussions and demonstrations with young people bring you right into the classroom so you can see group guidance happening.

The reader is aware, as the author apparently intended, that he is not getting a book on the dynamics of adjustment and education through interaction in the group, although some material along this line is discussed. The book more nearly treats the idea of group instruction than the psycho-

logical forces or processes in group learning which facilitate life adjustment and learning.

Mr. Hoppock did very well what he set out to do. Teachers of guidance classes will thank him for the specific ideas and programs he presents. We all thank him for his words about the sorry state of homeroom guidance programs in our schools and why this is so.

DONALD J. MCNASSOR
Claremont Graduate School
Claremont, Calif.

Health Education in Schools, by JESSE F. WILLIAMS and RUTH ABERNATHY. New York: The Ronald Press Company, 1949. 316 pages, \$3.50.

The authors of this textbook in health education take as their underlying assumption the need for education for better health in the schools of the United States. They recognize, too, the importance of health as an educational objective. They see, also, actual accomplishments in the field of health

We Have Now Published **THIS OUR NATION**

From Colony to World Leader

by Arthur C. Bining, Asa E. Martin, Morris Wolf

This new United States history for high schools is planned to educate young Americans for citizenship in the nation and leadership in the world. It tells the story of the rise of American civilization in its world setting, showing the interrelationship of our history with that of the rest of mankind. *Unusual richness and variety of learning aids.*

Also in the Newson Social Studies Series

**THIS OUR WORLD
A PAGEANT OF WORLD
HISTORY**

by Bining, Howland, Shryock

Easy-to-read account of the development of democracy throughout the world, with emphasis on the social, economic, and cultural aspects of world history.

**DEMOCRACY IN AMERICA
BASAL CITIZENSHIP TEXT**

by Muthard, Hastings, Gosnell

Interesting and positive treatment of both the political and social phases of American democracy, with emphasis on the development of informed, responsible, democratic citizens.

72 Fifth Avenue

NEWSON & COMPANY

New York 11, N.Y.

In writing advertisers please mention CLEARING HOUSE

education as meager gestures indeed. They call upon educational leadership in the American schools to go onward along more effective highways to a finer and more complete education of American boys and girls.

This book, designed for students in teacher-training institutions and for teachers in the field, is intended to mark one of the trails that American education will take. The text itself orients the reader in a rapidly growing area of education that often shows confusion and uncertain purposes. It presents the duties of the personnel now active in health education; it introduces and explains the need for new types of personnel. It stresses the nature of the child and examines the operative areas of healthful school living, health service, and health instruction. The factors of evaluation and measurement in health education are thoroughly considered. The volume appears to be one that will aid in the solution of our national health problem.

WILLIAM P. SEARS
School of Education
New York University

Our Constitution and What It Means, by WILLIAM KOTTMAYER. St. Louis: Webster Publishing Co., 1949. 56 pages, paper bound, 44 cents.

Just as the government of our country is based on the Constitution, so the study of our government should be built about that document. Yet, because it is such a formal, legalistic affair, many students of government have little first-hand contact with the Constitution. This booklet should enable all students to gain an intelligible understanding of the ideas set forth by our founding fathers.

The events leading up to the writing of the Constitution are simply reviewed. The Constitution as originally written is presented in the middle column, entitled "The Way They Wrote It," of a three-column page. The first column, under the heading, "Some Things To Know," explains sections of the original and gives background information where needed. "What it Means" is the title of the third column, in which the original document is rewritten in simple form.

Cartoons are used liberally throughout the book. Each one from the full-page illustration of the functions of the three branches of government to the picture accompanying the twenty-first amendment, tells a story, emphasizes a point, and can be used as the basis for discussion.

Aids to study are the thought-provoking questions following the first five articles and the amendments. The Constitution vocabulary of over one hundred terms gives simple explanations of words unfamiliar

Construct your second-semester reading program around

The DIAGNOSTIC Reading Tests

THE TESTS

- A. Survey Section
- B. Diagnostic Battery:
 - Section I: Vocabulary
 - Section II: Comprehension
 - Part 1—Silent
 - Part 2—Auditory
 - Section III: Rates of Reading
 - Part 1—General
 - Part 2—Social Studies
 - Part 3—Science
 - Section IV: Word Attack
 - Part 1—Oral
 - Part 2—Silent

Give your student body the benefits of the tests chosen by Reader's Digest Educational Service, Inc., for use in its national testing program covering 900,000 students. If you tested the student body in the fall of 1949 with one form of the *Survey Section*, order an alternate form (A, B, C, or D) for the necessary second-semester check-up on progress. If you didn't use these tests in the fall, order them now to use in your total reading program—both developmental and remedial—for 1950-51.

These new tests offer long-needed aids for the reading programs of grades 7-12 and the first year of college. The *Survey Section*, given to all students, screens out those with reading difficulties, indicates students who need an enriched program, allows teachers to check the progress of average students. The four sections of the *Diagnostic Battery*, given to screened students, help to diagnose individual reading difficulties and to suggest the methods of treatment needed in each case. Order a specimen set today.

SPECIMEN SET, \$3.15

To order quantities, specimen sets of the total battery, or any combination of the above tests, write to Dr. Frances Triggs, Chairman, THE COMMITTEE ON DIAGNOSTIC READING TESTS, INC., Kingscote Apt. 3G, 419 W. 119th St., New York 27, N.Y.

In writing advertisers please mention CLEARING HOUSE

Enjoy Summer School in the Cool Rockies



at the UNIVERSITY OF COLORADO

Located at Boulder, in the foothills, one mile above sea level and in sight of perpetual snow, the University has a superior environment for effective summer study. Unsurpassed climate and recreational advantages are combined with excellent faculty, laboratories, libraries, and buildings. Comfortable housing facilities available.

Two 5-week Terms:

**JUNE 19 to JULY 21;
JULY 24 to AUG. 25**

Graduate and undergraduate courses are offered in Anthropology, Art, Biology, Business, Chemistry, Economics, Education, Engineering, English, Geography, Geology, History, Home Economics, Journalism, Latin, Law, Library Science, Mathematics, Mineralogy, Modern Languages, Music, Nursing, Pharmacy, Philosophy, Physical Education, Physics, Political Science, Psychology, Sociology, and Speech.

Special Features include teacher education and recreation leadership workshops, language houses, creative arts program, conferences, concerts, lectures, etc.

Only \$26 weekly covers both board and room in beautiful new University residences and typical tuition and fees.

UNIVERSITY OF COLORADO

For complete information, write to:

DIRECTOR OF SUMMER QUARTER

University of Colorado, Boulder, Colo., Dept. CH

NAME _____

ST. AND NO. _____

CITY, STATE _____

EARLY APPLICATION FOR ADMISSION ADVISED

to the average student. A test of fifty multiple-choice and fifty true-false statements accompanies the text.

This booklet should enable junior-high as well as senior-high pupils to gain a better understanding of the basic documents of our government.

FRANK FAIRBANK

Baltimore City College
Baltimore, Md.

Hawks Aloft, by MAURICE BROWN. Garden City, L. I., N. Y.: Dodd, Mead & Co., 1949. 222 pages, \$4.

Hawks Aloft tells the story of Hawk Mountain Sanctuary in eastern Pennsylvania, visited yearly by thousands who observe the famous hawk migrations. The book is a tale of adventure quite apart from its ornithological interest—the adventure of Maurice Brown, curator of the Sanctuary, and his wife Irma, who live isolated on the mountaintop, studying not only the birds but the flora, fauna, and geology of the countryside.

The book abounds in nature lore, but primarily it deals with the magnificent hawks, which everywhere are ruthlessly shot for "fun" by ignorant gunners, though hawks live mainly on rodents, and are also valuable scavengers. These are the hawks about which Dr. Paul H. Fluck has warned us: "Don't forget the dangers of bubonic plague in the next, the Biological War. Rats will be our enemies. Hawks will be our allies."

Hawks Aloft is a valuable book for the conservation or biology shelf of school libraries.

ROSALIE EDGE, Chairman

Emergency Conservation Committee
New York, N. Y.

Our Teachers Mold Our Nation's Future, by GERALDINE SALTZBERG. New York: The Macmillan Co., 1949. 189 pages, \$2.25.

Although this book is permeated with its author's compulsion for improving human relations within the framework of American public secondary schools, it is basically superficial in treatment and narrow in content—considering its ambitious title. The reader is offered a mixture of homely philosophy, anecdotes, quotations, and high-school teaching techniques in six discursive chapters: "The Teacher," "Newer Approaches," "Educating through Self-Discipline," "Desirable Habits and Attitudes Through School Situations," "Teaching Principles Applied to Special Types of Students," and "Contacts with School Authorities and Community."

Miss Saltzberg invites initial criticism by applying the title of *Our Teachers Mold Our Nation's*

In writing advertisers please mention CLEARING HOUSE

Future to a book with status limitations: "... since the purpose of this volume is to aid the [secondary school] teacher to make life more meaningful to youth under the present educational system, the question of how to reform the schools cannot logically be raised here." (p. 134) Thus despite the author's optimism, the role of the secondary-school teacher is actually presented as a limited one, largely dependent upon home and earlier teachers for obedience, manners, self-discipline, and emotional backgrounds. Moreover, the author's treatment deals largely with the more verbal classroom situations of high school, rather than with the less verbal activity and participation programs.

In effect, Miss Saltzberg reveals the complexity of the no-man's-land between theory and practice. In stating theory she insists that meanings must be experienced; yet the conventional confidence in verbalism is revealed in such conclusions as, "Young people should be told these truths." (p. 137) In attempting logical or theoretical support for teaching techniques, the author is often guilty of oversimplification in statements like these: "Love makes one understand and therefore know the remedy." (p. 17) "There is no better way of understanding a difficult passage—provided the reader knows the meaning of the words—than to read it over and

over, aloud, until the meaning finally becomes clear." (p. 73) "Fads are hypotheses masking as conclusions." (p. 71) "It is to the credit of the people of this land that the majority choose to follow the high standard set by the leaders." (p. 65) "These slow-learning boys and girls will form the great army of manual workers in this country. . . ." (p. 117) "Class time should never be spent on work that the pupil can do effectively when the teacher is not present." (p. 88)

On the other hand, the practical emphasis of this book may "open doors" or "awaken interest and imagination" in teachers who are faced with the everyday problems of secondary-school classrooms. In the opinion of this reviewer, it is unfortunate that Miss Saltzberg did not limit her efforts and title to the content of Chapters III and IV, where her experience and insight are directly applied to the development of "specific, practical suggestions for mastery of the techniques of teaching boys and girls from ninth through the twelfth years of their schooling, under the system of education that now exists." (p. vii)

PHIL C. LANGE
State Teachers College
Fredonia, N. Y.

Just Published!

ENGLISH FOR TODAY

Grades 9-12

by

Gray and Hach

A completely new series of textbooks for English grammar and composition courses for grades 9-12. Be sure to examine ENGLISH FOR TODAY before choosing new textbooks for your classes.

Examination copies furnished upon request.

J. B. LIPPINCOTT COMPANY

Chicago
Philadelphia
New York

In writing advertisers please mention CLEARING HOUSE

Pamphlets Received

- School in the Hospital*, by ROMAINE P. MACKIE and MARGARET FITZGERALD. Bulletin 1949, No. 3. Washington, D. C.: Supt. of Documents, U. S. Government Printing Office, 1949. 54 pages, 20 cents.
- Instructional Aids to Learning*—List of bibliographies and sources of audio-visual aids. Curriculum Bulletin Series. No. 57. Eugene, Ore.: Instructional Materials Laboratory, School of Education, Univ. of Oregon, 1949. 47 pages, 50 cents.
- Free and Inexpensive Teaching Materials*—List of 200 firms and agencies that distribute free and inexpensive educational materials. Curriculum Bulletin Series, No. 58. Eugene, Ore.: Instructional Materials Laboratory, School of Education, Univ. of Oregon, 1949. 22 pages, 25 cents.
- Your Job and Your Future*, School of Commerce, New York University. New York: Dean G. Rowland Collins, School of Commerce, Accounts, and Finance, New York University, 1949. 51 pages, free on request.
- How to Be a Better Speaker*, by BESS SONDEL. Life Adjustment Booklet. Chicago: Science Research Associates, Inc., 1950. 47 pages, 60 cents.
- America's Stake in Human Rights*, by RYLAND W. CRARY and JOHN T. ROBINSON. Bulletin No. 24.

- Washington, D. C.: National Council for the Social Studies, 1949. 51 pages, 25 cents.
- Toward Nationalization of Industry*, by HARRY W. LAIDLER. New York: League for Industrial Democracy, 1949. 30 pages, 25 cents.
- The CIO—What It Is and What It Does*. Washington, D. C.: Congress of Industrial Organizations. 15 pages, quantities up to 50 free on request to high-school teachers and librarians.
- TB—The Killer Cornered*, by ALTON L. BLAKESLEE. Pamphlet No. 156. New York: Public Affairs Committee, Inc., 1949. 31 pages, 20 cents.
- Teaching the World Responsibilities of Americans*, edited by GEORGE I. OESTE. Vol. 45, Annual Proceedings of the Middle States Council for the Social Studies, 1949. Philadelphia, Pa.: George I. Oeste, Germantown High School. 76 pages, \$1.
- What You Will See at the United Nations*, prepared by HOWARD A. SHIEBLER. Garden City, N. Y.: Important Books, Inc., 1949. 33 pages, illustrated, 65 cents.
- Financing Education in Efficient School Districts*, by F. G. CORNELL, W. P. McLURE, VAN MILLER, and R. E. WOCHNER. Urbana, Ill.: Bureau of Research and Service, College of Educ., University of Illinois, 1949. 165 pages, \$1.25.
- Twelfth International Conference on Public Education*
(Continued on page 382)

The Junior Précis Practice Pad and The Senior Précis Practice Pad

By PAUL W. LEHMANN

Headmaster, The Dublin School

These two publications provide definite instruction and plenty of drill material for Précis Writing throughout the four years of secondary school. The Junior Pad is designed for the beginner in précis writing in the earlier years of secondary school and for other than college preparatory classes. Simple précis writing is approached through a preliminary study of abstracting, paraphrasing, punctuation, vocabulary and sentence building.

The Senior Précis Practice Pad continues the work in the third and fourth year of secondary school and definitely prepares the student for college entrance examinations.

Exercises are provided covering both poetry and prose, many of the problems being taken from recent College Entrance Board, New York State Regents, and Massachusetts Institute of Technology entrance examinations.

These publications are frequently used in Remedial Reading Classes and in some Business Courses.

List Price: 75 cents, each pad

THE PALMER COMPANY

370 Atlantic Ave.

Boston 10, Mass.

"IMMEDIATELY HELPFUL"

**Directions, Practice
Materials, Tests and
Retests on**

How to:

- Use Parliamentary Procedure:** The order of business at a meeting; how questions are decided at a meeting; how minutes are written. The basic parliamentary facts for classroom use.
- Understand Social-Studies Reading:** Methods of reading accurately and purposefully. How to retain the important points in reading matter.
- Use an Encyclopedia:** What encyclopedias contain; how to locate a topic in them; how to select information to remember; different kinds of encyclopedias.
- Make an Honest Report:** Why we mustn't use copyrighted material in our reports without crediting the source; using direct quotations; using borrowed ideas; how to write credit lines and prepare bibliographies.
- Use a Dictionary:** How dictionaries differ; kinds of information they contain; learning pronunciation marks.
- Use a Map:** Reading a map; kinds of maps; scales of distances; physical features; political features.
- Use an Atlas:** How to locate places on atlas maps; importance of index; pronunciation; other information in atlases.
- Do Committee Work:** Working together in committees; avoiding disturbances; tolerance; committee assignments; sharing the work.
- Take Part in a Social-Studies Discussion:** Cooperative venture in thinking; connecting with statements of others; agreeing with others; disagreeing.
- Use the Library Card Catalogue:** How cards are filed; cross-indexing; using call numbers; selecting likely books; locating books on shelves.
- Use an Index:** Importance of book indices; hunting topics under various headings.
- Use the World Almanac:** 900 pages of facts; how to locate needed facts; hunting through the index.
- Locate References on a Topic:** Ways of finding references in the library; card catalogue; encyclopedias; clipping files, etc.; compiling a bibliography.
- Read Simple Graphs:** Purpose of a graph; kinds of graphs; understanding graphs; getting facts from graphs.
- Read Pictorial Graphs and Maps:** Facts dramatized; pictorial symbols; headings and keys; getting facts from pictorial graphs and maps.
- Read Percentages, Estimates, and Figures:** Difference between accurate figures and estimates; reliability of source; understanding large figures; drawing right conclusions from percentages.
- Outline Social-Studies Material:** The pattern for diagramming material; numeral-alphabet keys; topics and sub-topics; how to organize ideas.
- Prepare a Good Report:** Listing topics to cover; striking ways of presenting the subject; locating references; taking notes.
- Give an Oral Report:** 12 suggestions on giving a good oral report; how to rate oral reports.
- Make a Written Report:** 9 suggestions on writing a good report.

**From review by Hodgkins
in Social Education:**

"SOCIAL-STUDIES SKILLS might be introduced in almost any social-studies course. . . . The content of the exercises seems generally well chosen, and the breezy introductory paragraphs of each unit, enlivened by sketches . . . should be intriguing to pupils. . . . A wide use of SOCIAL-STUDIES SKILLS would advance the social-studies' contribution (to skills teaching) in addition to being immediately helpful to the pupils in whose hands the book is placed."

SOCIAL- STUDIES SKILLS

**With Individual Self-Testing Key
By FORREST E. LONG and HELEN HALTER**

Order an approval copy by postcard. Just jot on a postcard: "Please send a copy of SOCIAL-STUDIES SKILLS and Key for 30-day free examination." Teachers find a personal copy immediately helpful, useful day by day, until a classroom set can be ordered. (And a classroom set is too inexpensive to struggle along without—30 copies are only \$31.50, 40 copies, \$42!) Send the postcard today!

**30-day approval—List price \$1.75
Net professional price, with key, \$1.40
4-29 copies, including keys, \$1.23 each, net
30 or more copies, \$1.05 net each, keys 8¢**

INOR Publishing Co.

207 Fourth Ave., New York 3

In writing advertisers please mention CLEARING HOUSE

The February Clearing House Is Here

The following excerpts are clues to good professional reading in THE CLEARING HOUSE for February.

By centralizing the processing of an absentee upon his return to school we relieve the homeroom teacher of a duty, thus allowing more time for guidance and gaining greater uniformity in handling absentees.—*C. H. Hudson*, p. 328

Monday through Friday, from September to June, ten o'clock in the evening marks the going-home time for hundreds of youths and adults who participate in community-organized programs that use the facilities of thirteen Wilmington public schools.—*Vivienne Anderson*, p. 331.

Only recently more consideration has been given to ways of helping the "normal" student who has ordinary everyday problems.—*Ohlsen and DeWitt*, p. 336.

Parents who have work experience related to the instructional units are helping the educational program. . . . At Tappan a card file was compiled listing the vocations of all the parents of children in school.—*Lowell W. Beach*, p. 342.

Every community abounds in local governmental

resources. I opened my classroom door wide enough for my students to get out and they came back with literally bushels of materials and interests from this experience.—*Ruby Strickland*, p. 344.

An author always tells you enough about a character to show you why that character does as he does, to help you understand his true purpose and feelings. Do you know as much about your friends before you pass judgment on them?—*Edith M. Lackey*, p. 346.

In the teaching of literature the phonograph can be an invaluable aid. It helps to vitalize certain aspects of the course which might otherwise be dull and uninspiring.—*Gertrude H. Overton*, p. 356.

The idea grew from the belief that many failures in examinations were not due to ignorance, but that the larger number was the result of the unnatural atmosphere surrounding them—to a super-tension developed by fear of failure, and misdirected preparation because of no effort on the part of the teacher to indicate the relative values of the data studied.—*B. A. Aughinbaugh*, p. 358.

Articles featured in the February Clearing House:

Speech Courses for Small Budgets	<i>Norma J. Reno</i>	323
Absences Cut 43%—Plan Also Reduces Failures	<i>C. H. Hudson</i>	328
Lights on Nightly in Wilmington Schools	<i>Vivienne Anderson</i>	331
Group Counseling: Ways and Means	<i>M. M. Ohlsen and A. F. DeWitt</i>	335
Gem of the Week: A Year's Supply	<i>Carlos de Zafra, Jr.</i>	340
Parents Utilized in the Curriculum	<i>Lowell W. Beach</i>	342
City Hall and Court House: Our Ports of Call	<i>Ruby Strickland</i>	344
Silas Marner: Veritable Psychology Laboratory	<i>Edith M. Lackey</i>	346
Snow Ball and the Seven Drawers	<i>Mary Alice Nathan</i>	351
Tape Recorder: It Sparks a School Drive	<i>Edward G. Bigot</i>	353
The Phonograph: Aid to Literature	<i>Gertrude H. Overton</i>	356
Testing Plan That Prevents Failures	<i>B. A. Aughinbaugh</i>	358
The Magic Art: It's Practiced in the Library	<i>Evelyn I. Riccio</i>	360
Free Reading Periods Pack School Library	<i>Margaret Kurilecz</i>	362
Radio Workshop's Teen-Age Program	<i>Jane Stewart and Paul Bogen</i>	365
College Students Conduct College-Life Program	<i>Raymond Patouillet</i>	369

More Power to Your Publicity Work

Whether you have an organized public-relations program, or whether it's only occasionally that you send a publicity story to the newspapers or see one of their reporters, PUBLIC-SCHOOL PUBLICITY can help you to do the job more effectively. As the author says, "All of the publicity activities described in this book have worked at some time and place. They should work again. Remember this: Nobody can publicize the schools as well as those who know them—the teachers." The book contains:

- 10 chapters on where to find school news**
- 7 chapters on how to write school news**
- 5 chapters on how to get news stories published**
- 5 chapters on how to get the school on the air**

And every one of those chapters can be read with pleasure, rather than groans. Mr. Horn has written that rarity—a professional book that is bright and witty!

PUBLIC-SCHOOL PUBLICITY

A Practical Guide for Teachers and Administrators

By GUNNAR HORN

Director of Publications, Benson High School, Omaha, Nebr.

Foreword by BELMONT FARLEY

Director of Press and Radio Relations, National Education Association

28 humorous illustrations by KAY WHITE

Who Should Read This Book?

PUBLIC-SCHOOL PUBLICITY is primarily a book for teachers and administrators who handle school publicity. But it is "must" reading for *all* principals and superintendents who want their public-relations programs to be successful. And since success depends upon the cooperation of all members of the faculty, each classroom teacher should read at least the 10 chapters on "Where to Find School News." Order a copy today for 10-day free examination!

Net prof. price, \$2.80—10-day approval

INOR PUBLISHING CO. 207 Fourth Ave.
New York 3

In writing advertisers please mention CLEARING HOUSE

**YOU are cordially
invited to attend**

NVGA'S CONVENTION

**Atlantic City
March 27-30**

There you will join in discussions of important issues with leaders in the profession. You will find advance news and notice of convention plans in

OCCUPATIONS

The official Journal of NVGA will carry in subsequent issues a full account of all Convention meetings.

Published monthly, October
through May.

Subscription \$4.50
Foreign \$5.00
Single copies, \$.60

THE NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

1424 16th St., N.W., Washington 5, D.C.

PAMPHLETS RECEIVED

(Continued from page 378)

Convention Convened by Unesco and the I.B.E.—Proceedings and Recommendations (July 1949). New York: Columbia University Press. 124 pages. 85 cents.

Employment Outlook for Elementary and Secondary School Teachers. Bulletin No. 972, Occupational Outlook Series, U. S. Department of Labor Bureau of Statistics in Cooperation with Veterans Administration. Washington, D. C.: Supt. of Documents, U. S. Government Printing Office, 1950. 89 pages, 35 cents.

Employment Outlook in the Building Trades (Bulletin No. 967 of Occupational Outlook Series), Bureau of Labor Statistics, U. S. Dept. of Labor, in Cooperation with Veterans Administration. Washington, D. C.: Supt. of Documents, 1949. 121 pages, 50¢

How Shall We Pay for Health Care? (Pamphlet No. 152), by OSCAR R. EWING and GEORGE F. LULL. New York: Public Affairs Committee, Inc., 1949. 32 pages, 20¢.

Counselor Competencies in Counseling Techniques, Administrative Relationships of the Guidance Program, and

Counselor Competencies in Analysis of the Individual, from the proceedings of Eighth National Conference of State Supervisors of Guidance Services and Counselor Trainers. Washington, D.C.: Federal Security Agency, Office of Education, 1949.

Guide to Women's Organizations—A Handbook About National and International Groups, by ELLEN ANDERSON. Washington, D.C.: Public Affairs Press, 1949-50. 167 pages, \$2.

United States Navy Occupational Handbook—A Manual for Civilian Guidance Counselors and Navy Classification Officers, supplemented by set of 66 Vocational Information Briefs. Washington 25, D.C.: School and College Relations Officer, U. S. Navy Recruiting Branch, Room 2808, Bureau of Naval Personnel. Free.

Architectural Drawing for the Building Trades, by JOSEPH E. KENNEY and JOHN P. MCGRAIL. New York: McGraw-Hill Book Co., 1949. 128 pages, \$3.

Career Conference: Suggestions for Nebraska Schools, No. 2 of the Nebraska Guidance Bulletins, ed. by RALPH C. BEDELL. Lincoln, Nebr.: State Dept. of Vocational Education, 1949. 40 pages, \$1.

Can Labor and Management Work Together? by OSCOOD NICHOLS and T. R. CARSKADON. New York: Public Affairs Committee, Inc., 1949. 32 pages, 20 cents.

In writing advertisers please mention CLEARING HOUSE

Join the National Council of Teachers of Mathematics

I. The National Council of Teachers of Mathematics carries on its work through two publications.

1. *The Mathematics Teacher*. Published monthly except in June, July, August and September. It is the only magazine in America dealing exclusively with the teaching of mathematics in elementary and secondary schools. Membership entitles one to receive the magazine free.

2. *The National Council Yearbooks*. The only available yearbooks at present are the third on "Selected Topics in Teaching Mathematics," the fourth on "Significant Changes and Trends in the Teaching of Mathematics Throughout the World Since 1910," the sixth on "Mathematics in Modern Life," the eighth on "The Teaching of Mathematics in Secondary Schools," the fourteenth on "The Training of Mathematics Teachers of Secondary Schools," the fifteenth on "The Place of Mathematics in Secondary Education," the sixteenth on "Arithmetic in General Education," the eighteenth on "Multi-Sensory Aids in Teaching Mathematics," the nineteenth on "Surveying Instruments—Their History and Classroom Use," and the twentieth on "The Metric System of Weights and Measures." These may be obtained for \$3 each, postpaid. Send checks to *Bureau of Publications*, Teachers College, 525 West 120 Street, New York 27, New York—not to *The Mathematics Teacher*.

II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Dumont, N.J.

MEMBERSHIP BLANK

Fill out the membership blank below and send it with Three Dollars (\$3.00) for individuals, Five Dollars (\$5.00) for institutions, to THE MATHEMATICS TEACHER, 525 West 120th Street, New York 27, N.Y. Add 25¢ for Canadian, 50¢ for Foreign subscriptions. All prices U. S. currency, please.

I hereby apply for membership in the National Council of Teachers of Mathematics. I enclose \$3.00
Please renew my \$5.00

for annual membership dues which includes one year's subscription to THE MATHEMATICS TEACHER.

Name in full
First Name Last Name

School Address
Institution and address Title

Home Address
Street No. City Zone No. State

Place an X in front of address to which THE MATHEMATICS TEACHER is to be sent.

Please check your field or fields of interest:

() Elementary () Junior High School () High School () Junior College
() College () Teacher Training () Supervision Other

In writing advertisers please mention CLEARING HOUSE

Although Length of Service Is Only One Dimension

the fact that The Journal of Education will reach the age of seventy-five next fall is significant. No other magazine in the school field has enjoyed so long a period of continuous publication. There must be breadth and depth as well as length to a professional organ that has weathered the ups and downs of business and the competition of subsidized magazines all these years.

Anyone who knows The Journal of Education as it is today will admit that it is not resting on its reputation. It is filled with fresh ideas and reliable information month after month. It's a magazine of universal interest to educational workers at all levels. It surveys, discloses and interprets current events, trends and advances in education. It appeals to thoughtful readers.

The Journal will mark its Diamond Jubilee by making itself more readable and useful than ever. There will be no distortion of its general program with special numbers. Yet if you're an administrator you will find the February issue slanted a little bit in your direction. March will have a word or two on the subjects of teacher recruitment and teacher education. April should attract the teacher of reading or English or a foreign language. And May will put the emphasis on social studies and the fine arts. But no reader will need to feel neglected in any month. The editor refuses to go that far in specialization.

If you haven't subscribed already, now is the time to do so. Three dollars a year—and what a year!

THE JOURNAL OF EDUCATION

8 Beacon Street

Boston 8

SCHOOL NEWS DIGEST

(Continued from page 371)

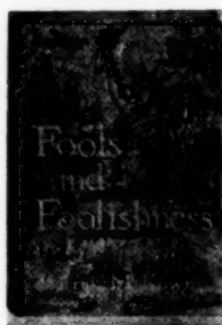
TEACHER MORALE: When teachers talk about morale, what are the things that they have most in mind? Recently a questionnaire on that subject was answered by about 1,600 Illinois teachers, reports Joseph W. Yarbrough in *Illinois Education*. Following are the 10 factors affecting teacher morale which were checked "very significant" (No. 5 in a scale of 5) by the most teachers, and the per cent of teachers who so checked them: Administrative support in discipline (70%); friendly interfaculty relations (64%); a belief in and enjoyment of teaching (62%); a just and adequate salary plan (60%); worthy retirement pension plan (57%); administration shows confidence (57%); faculty co-operation in activities (56%); adequate sick and emergency leave (55%); position security through sound tenure (55%); constructive, democratic supervision (54%).

SAFETY HONOR ROLL: If you think you have an exceptional school safety program, you might like to enter your school for a place on the National School Safety Honor Roll of the National Safety Council. Only schools that hold an administrative service with the Council can apply for listing. In 1948-49, 76 schools qualified for the Honor Roll, but the Council believes that a larger number could make the list. In filling out the testimonial form and evaluation check list for your application, says the Council, you evaluate your school's safety program and see where it can be improved. The address of the National Safety Council is 20 N. Wacker Dr., Chicago 6, Ill.

DRIVER ED.: Some form of automobile driver education was included in the curriculums of almost one-fourth of the nation's 26,000 high schools during the past year, states the American Automobile Association. More than 340,000 high-school students successfully completed driving courses that included behind-the-wheel training. A total of 2,900 dual-control cars are now available to qualified high schools through the cooperation of automobile manufacturers and dealers, and motor clubs.

CREDIT UNION: One big teachers' credit union, covering the entire State, is now a reality in the State of Washington, reports Robert Handy in *Washington Educational Journal*. The Washington Teachers' Credit Union is sponsored by the directors of the Seattle, Wash., Teachers' Credit Union, which was organized in 1936 and now has assets of \$425,000. Any teacher in the State may deposit savings by mail and get 3% dividends, or as a member borrow money by mail.

For the Student



"Fools and Foolishness"

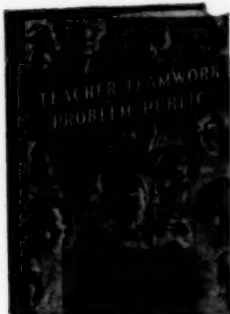
by

HARRY C. MCKOWN

THIS is a book that makes learning a pleasure. With stories and illustrations, it thrills its readers and at the same time acquaints them with great men and women of history whose "foolishness" has meant human progress. Many of the stories can be used in inspirational talks or to make worthwhile and entertaining conversation. Students will refer to this book in every class.

Price \$3.00

For the Teacher



"Teacher Teamwork with a Problem Public"

by

C. R. VAN NICE

HERE is a positive and constructive treatment of the basic problem of our public schools—the problem of public interest, understanding, co-operation, and support. In a practical and entertaining manner, it shows the teacher how he, or she, can step-up matter-of-fact acceptance of a public school program to its active endorsement and replace public indifference with sympathetic enthusiasm.

Price \$2.00

*These books will be sent to school
administrators or librarians on 10 days approval*

School Activities Publishing Co.

1515 Lane St., Topeka, Kansas

In writing advertisers please mention CLEARING HOUSE

*Enriching
the high school programs*

in music

Music Americans Sing

for teen-agers, a sparkling, witty collection of songs and music activities for all.

Choral Program Series

six books of singable arrangements for all voices and all levels of musical ability.

in science

New World of Science

by Burnett, Jaffe, and Zim

Biology for Better Living

by Bayles and Burnett

New World of Chemistry

by Bernard Jaffe

in shop work . .

Mechanical Drawing at Work

Shop Mathematics at Work

Blueprint Reading at Work

Three fine tools for the well-equipped classroom in high schools and technical schools.

**SILVER
BURDETT
COMPANY**

45 E. 17TH STREET, NEW YORK 3, NEW YORK

In writing advertisers please mention CLEARING HOUSE